DOCUMENT RESUME

ED 472 811 SP 041 139

TITLE	Teaching Quality in the Southeast: Meeting the Challenges. An Update of Regional Title II Teacher Quality Enhancement Grant Initiatives.
INSTITUTION	Southeast Center for Teaching Quality, Chapel Hill, NC.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	2002-02-00
NOTE	40p.
CONTRACT	R215U00004
AVAILABLE FROM	University of North Carolina, Office of the President, P.O. Box 2688, Chapel Hill, NC 27515-2688. Tel: 919-843-9519; Fax: 919-843-7616; Web site: http://www.teachingquality.org.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Data Collection; Educational Change; Educational Policy; *Educational Quality; Elementary Secondary Education; *Faculty Development; Higher Education; Policy Formation; Preservice Teacher Education; Teacher Certification; *Teacher Competencies; *Teacher Improvement; Teacher Recruitment
IDENTIFIERS	Reform Efforts

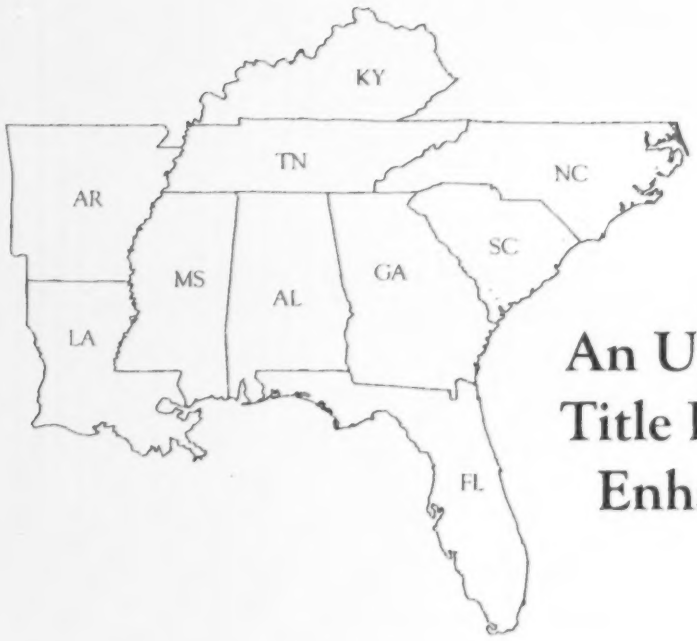
ABSTRACT

This report describes some of the current efforts to improve teacher quality in the southeastern U.S.states. It speaks to the importance of states informing each other in crafting their efforts to create more coherent systems of teacher development linked to improving student achievement, asserting that everything that must be done to ensure that every child has a competent, caring, and qualified teacher is being done in part, somewhere. Moreover, each state has current efforts that are helpful to other states in the region as they press forward on their teacher quality agendas. An introductory section looks at: the promise of systemwide teacher development; the need for more policy work; standards and accountability are not enough; ensuring that all teachers meet high standards and can help all students learn; what teaching quality means; and promising developments in the southeast. The next section presents six focus areas for professional development (data collection to support policy intervention, recruitment, teacher preparation, initial licensure, induction, and professional development). The next section examines overarching reform efforts through legislation and policy development and collaboration across entities. Two appendixes offer online resources and updates on teacher quality initiatives in 10 states. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

Teaching Quality in the Southeast: Meeting the Challenges

ED 472 811



An Update of Regional Title II Teacher Quality Enhancement Grant Initiatives

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Denning

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

February 2002

The Southeast Center for Teaching Quality

BEST COPY AVAILABLE

CONTENTS

ACKNOWLEDGEMENTS 3
PREFACE 4
INTRODUCTION 5
- The Promise of System-wide Teacher Development 6
- Much More Policy Work Needs to Be Done 7
- Standards and Accountability Are Not Enough 7
- Making Sure That All Teachers Meet High Standards and Can Help All Students Learn 8
- What We Mean by Teaching Quality 8
- Promising Developments in the Southeast 8

FOCUS AREAS FOR REGIONAL ALLIANCES 10
- Focus #1: Data Collection to Support Policy Intervention 10
- Focus #2: Recruitment 12
- Focus #3: Teacher Preparation 13
- Focus #4: Initial Licensure 14
- Focus #5: Induction 15
- Focus #6: Professional Development 16

OTHER AREAS OF FOCUS AND POTENTIAL INITIATIVES 19
- Overarching Reform Efforts Through Legislation and Policy Development 19
- Collaboration Across Entities 19

CONCLUSIONS 21
APPENDIX A: STATE UPDATES ON TEACHER QUALITY INITIATIVES 22
- Alabama 22
- Arkansas 22
- Florida 25
- Georgia 25
- Kentucky 27
- Louisiana 28
- Mississippi 30
- North Carolina 31
- South Carolina 32
- Tennessee 35

APPENDIX B: ONLINE RESOURCES 36
FOOTNOTES 38

The work reported herein was supported in part under the Educational Research and Development Centers Program, PR/Award Number R215U000004, as administrated by the National Institute on Educational Governance, Finance, Policymaking and Management, Office of Educational Research and Improvement (OERI), U.S. Department of Education. However, the contents do not necessarily represent the positions or policies of the National Institute, OERI, or the U.S. Department of Education, or the endorsement of the federal government.

ACKNOWLEDGEMENTS

The Southeast Center for Teaching Quality gratefully acknowledges the contributions of many in compiling information for this document. The Southeastern Title II Directors and other teacher quality leaders, including members of the Center's Title II Teaching Quality Regional Collaborative, have given time, energy, and effort to this product. It is with deep appreciation that we credit the following individuals for their contribution to this work:

Alabama	**Cathy Gassenheimer** Director, A+ Education Foundation	cathy@aplusala.org
	Vicki Miller Title II Program Director, Alabama DOE	vmiller@alsde.edu
Arkansas	**Suzanne Mitchell** Project Director, Arkansas DOE	susannem@adhe.arknet.edu
Florida	**Karen Wilde** Bureau of Teacher Certification, Florida SDE	wildek@mail.doe.state.fl.us
Georgia	**Patricia Paterson** Program Manager, Georgia's Teacher Quality Plan	tpaterso@mail.regents.peachnet.edu
	Cynthia Stephens Director, Educator Workforce Research and Development Division	cyndy.stephens@gapsc.com
	Hannah Tostensen Co-Director, Georgia's Teacher Quality Plan	htostens@mail.regents.peachnet.edu
Kentucky	**Susan Lieb** Executive Director, Kentucky Education Professional Standards Board	sleib@kde.state.ky.us
	Mary Ellen Wiederwohl Director of Legislative and Public Relations, Kentucky Education Professional Standards Board	mwiederw@kde.state.ky.us
Louisiana	**Jeanne Burns** Associate Commissioner of Teacher Education Initiatives, Board of Regents	burnsj@gov.state.la.us
	Sheila Talamo State Director of Educational Technology, Louisiana DOE	stalamo@mail.doe.state.la.us
	Carol Whelan Assistant Superintendent, Louisiana DOE	cwhelan@mail.doe.state.la.us
Mississippi	**Daphne Buckley** Special Assistant, Mississippi DOE	dbuckley@mde.k12.ms.us
	DiAnn Lewis Director of Education and Academic Programs, Mississippi Institutions of Higher Education	dlewis@ihl.state.ms.us
North Carolina	**Charles Coble** Vice-President, University-School Programs, UNC	coble@ga.unc.edu
	Kathy Sullivan Director, Human Resource Management, North Carolina DOE	ksulliva@dpi.state.nc.us
South Carolina	**JoEllen Harris** Co-Director, Teacher Quality Enhancement Grant, South Carolina SDE	jharris@scteachers.org
	Janice Poda Director, Teacher Quality Commission, South Carolina SDE	jpoda@sde.state.sc.us
Tennessee	**Vance Rugaard** Director, Teacher Quality Enhancement, Tennessee DOE	vrugaard@mail.state.tn.us
	Karen Weeks Tennessee Board of Education	kweeks@mail.state.tn.us

PREFACE

In recent years, teacher quality has been a major focus of Southeastern states. Many states have worked to improve quality through legislation, changes in policies, and reform in various processes that are transforming teacher preparation, new teacher assessment and support systems, content-specific professional development, recruitment, and certification systems. These efforts have been aided by strong collaborative networks within states and across the Southeast and by funding provided by the Higher Education Amendments of 1998. In early 1999, the Southeast Center for Teaching Quality (SECTQ) published *A Preliminary Analysis of Title II State Teacher Quality Enhancement Grant Proposals & A Prospectus for Policy Initiatives in the Region*. Later in 1999, eight states received Title II grants to initiate or sustain teacher quality initiatives: Alabama, Arkansas, Florida, Georgia, Louisiana, North Carolina, South Carolina and Tennessee. In January of 2000, the SECTQ published the document, *Teaching Quality in the Southeast: A Call for Regional Action*, outlining seven priorities for southeastern state teacher policy reform.

Information and data assembled in this report are derived from interviews, document reviews, and feedback from program planners and policymakers. While our aim is primarily to update Title II efforts across the Southeast since 1998, many states have included broader teacher quality efforts spawned by Title II work, legislation, and changes in policy. This document is not intended to be an exhaustive reflection of teacher quality in the Southeast, but rather a snapshot in time of some of the efforts underway. We encourage readers to contact state representatives to learn more about on-going efforts that may or may not be a part of the teaching quality policy landscape presented here.

This analysis of the region's teaching quality efforts comes at an auspicious time, with the recent passage of the Elementary and Secondary Education Act (ESEA), earmarking $3.2 billion for states and local districts to use to promote teacher and principal quality. President Bush's signing of the reauthorized ESEA will give the region new leverage to promote comprehensive strategies to ensure a competent, caring, qualified teacher for every child.

I want to thank the staff and consultants at the Southeast Center for Teaching Quality who contributed to this report, and most importantly our lead consultant on this project, Peggy Thompson. Her diligence, attention to detail, and deep understanding of implementing state-level teaching quality initiatives have been the cornerstone of this report.

Barnett Berry,
Executive Director
The Southeast Center for Teaching Quality

INTRODUCTION

This update of each southeastern state's teaching quality improvement efforts, two years after our preliminary review of their initial proposals, reveals a stunning amount of activity and offers a deeper understanding of the complexity and difficulty of turning disparate pieces of reform into comprehensive approaches that produce increases in student achievement. By asking a few questions of key teaching quality reform experts in the region, we learned some simple lessons.

First, we need to take a closer look at what it means to create a comprehensive system of teacher development linked to student achievement. We see too many fragmented policies and practices put into place, including the growth of mentor programs without adequate time and space for mentors to assess and support novice teachers. Even states like Georgia and North Carolina, which have significant investments in mentoring, still have some distance to go.

Second, while the region has launched a wide range of teacher development reforms, the voices of expert teachers are not sufficiently heard in creating more effective policies and practices. A critical factor will be the untapped potential of over 9,000 National Board Certified teachers (NBCTs) in the region whose teaching and learning expertise deserves to be utilized in a wide range of teacher education, licensing, induction, and professional development reform efforts. States must acknowledge that new thinking and action are required to deliver on their stated goals to overhaul teacher education, induction, and professional development.

Third, the goals and reforms underway across the region are strikingly similar – and there is visible progress being made. However, outcomes are not clearly stated beyond the obvious and ephemeral, e.g. "better teachers for better student learning." It would behoove states to consider how they can assess their collective efforts in ways that can provide strong signals to policymakers about what is and is not working.

In *A Call for Regional Action*, we suggested that the states in the region consider how they could begin taking action on seven steps:

1. Support and link state-level teacher and teaching data centers across the region.
2. Draw on the expertise of arts and science, teacher education, and public school faculty from each state to support alignment between teacher and student standards.
3. Develop a regional researchers' network to conduct key studies on professional development issues.
4. Share lessons learned in advancing the creation of effective three-tiered performance-based licensure systems.
5. Establish new teacher testing standards that can advance coherent conceptions of teacher quality across the region and support interstate teacher licensure reciprocity.
6. Share lessons learned in advancing the creation of effective statewide or district-wide induction and mentoring programs.
7. Establish a framework for creating coherent teacher re-licensure requirements linked to student standards as well as to teacher evaluation and advanced degree programs.

In light of these action steps, the Southeast still faces many challenges in ensuring that all students – who now are expected to meet higher academic standards – have competent, caring, and qualified teachers. Over the last several years, many promising strategies for recruiting and retaining well-prepared teachers have been launched across the region and the nation. Indeed, approximately 450 bills addressing teacher recruitment were introduced in 41 states during the 2000 legislative sessions. The Southeast has been especially active. Policymakers are seeking to expand the pool of teachers by increasing the pipeline of potential teachers, redistribute the existing teaching force by providing incentives for educators to work in areas of highest need, and improve the overall quality of the teaching force. All in all, there is a dearth of good data to determine which approaches are most cost-effective and what strategies ought to be sustained. Clearly, the need to get smarter about teaching quality policy is paramount.

Over the next decade, the United States will need to hire two million teachers due to rising enrollments, growing retirements, and high rates of attrition for beginning teachers. The problem is even more acute in the Southeast. For

example, North Carolina will need to hire 10,000 teachers a year, while Georgia will need to hire at least 13,000 new teachers a year. Overall, Florida's 67 school districts will need to hire 162,000 teachers during the next decade, with over 26,000 in Broward and Miami-Dade Counties alone.[1]

The problem of teacher recruitment is also one of retention. National surveys of teachers who have left the profession point not just to poor salaries but also to working conditions as having the most detrimental impact on their decision to leave teaching. The most problematic areas include teachers' dissatisfaction with administrative support and leadership, student behavior, school atmosphere, and a lack of autonomy.[2]

States, especially in the Southeast, are beginning to take teacher turnover seriously. Several of them are working with the Southeast Center for Teaching Quality to assemble comparable turnover data across the region. However, long-standing teacher turnover rates, especially among beginning teachers, are beginning to make headlines. A recent study in Texas showed that teacher attrition costs school systems at least $8,000 for each recruit who leaves in the first few years of teaching. It is estimated that the high attrition of beginning teachers in Texas, who increasingly enter without preparation and often receive few supports in learning to teach, costs the state more than $200 million per year.[3] If current teacher turnover (estimated at 30% in the first three years of teaching) were reduced, policymakers would have fewer challenges in recruiting and retaining teachers. These facts suggest that policymakers must consider both teaching effects and retention patterns when they think about how to recruit and prepare teachers.

In *Meeting the Challenges*, the Southeast Center for Teaching Quality speaks to the importance of states informing each other in crafting their ambitious efforts to create more coherent systems of teacher development linked to improving student achievement. We argue that everything that needs to be done to ensure that every child has a competent, caring, and qualified teacher is being done in part, *somewhere*. Moreover, each state has current efforts that are helpful to other states in the region as they all press forward on their teacher quality agendas. The key issues – more than anything else – are to learn from promising initiatives underway in states and districts, pay attention to the research on effective practices, collect and report key data to inform strategic action, and build political will to overhaul the status quo systems of teacher development.

The Promise of System-wide Teacher Development

This report highlights how ten southeastern states, fueled in part by Title II Teacher Quality Enhancement Grant funding and the state partnership efforts of the National Commission on Teaching & America's Future (NCTAF), are making good on their efforts to transform recruitment, preparation, induction, compensation, evaluation, and school design policies and practices to strengthen teaching and learning. Over the last several years, the Southeast has led the nation in creating new teacher recruitment efforts, transforming teacher preparation, rethinking licensure standards, developing new teacher assessment and support systems, and building content-specific professional development programs that focus more directly on their state's student standards.

Beginning in 1999, eight southeastern states received Title II state grants to initiate or sustain teacher quality initiatives: Alabama, Arkansas, Florida, Georgia, Louisiana, North Carolina, South Carolina, and Tennessee. (Kentucky and Mississippi have pressed forward on many teaching quality efforts without the extra infusion of federal funds). The state grants program has laid out a framework for states to improve the quality of their teaching force.

The Title II program awarded state grants in the range of $1.7 million to $10.4 million over three years and pushed reforms to (1) strengthen teacher certification standards to ensure that new teachers have the necessary teaching skills and academic content knowledge; (2) implement reforms that hold institutions of higher education accountable for preparing teachers who have strong teaching skills and knowledge of their content areas; (3) establish or strengthen alternative pathways into teaching for highly qualified individuals, including mid-career professionals and former military personnel; and (4) reduce shortages of qualified teachers in high-need areas – especially in high-poverty urban and rural areas.[4]

These systemic reform initiatives represent comprehensive efforts to link a broad range of policy and practice changes to alter the whole landscape of teacher quality in each state. The federal Title II investment has leveraged state, school, university, and private funds. It has brought together teachers, university faculty, and school and higher education administrators into serious working relationships aimed at lowering barriers to change and meeting the needs of every K-12 student.

Five of the ten states – Alabama, Georgia, Kentucky, North Carolina, and Tennessee – have been partnering with the National Commission on Teaching & America's Future, which in 1996 laid out a bold set of interlocking recommendations to ensure that every student has a competent, caring, and qualified teacher every day in every class. The Commission's bold recommendations, supported by a wide-range of bipartisan policymakers, teachers and other education leaders, business executives, and community advocates, push for a range of interlocking changes in teaching policy and practice. These recommendations challenge every interest group involved in public education – including governors and legislators,

presidents of higher education institutions, arts and science as well as teacher education faculty in our colleges and universities, business leaders, school boards, superintendents and principals, teachers and their unions, parents, and the public at large. Everyone must be involved in an overhaul of the system of teacher development across the nation.

The Commission's recommendations include calls for (1) performance-based teacher education and licensing, like that found in other knowledge-based fields such as architecture, engineering, and medicine; (2) new recruiting and funding strategies to ensure that low-wealth, hard-to-staff schools can be staffed by accomplished and effective teachers; (3) more rigorous and "clinical" teacher education programs that must meet higher professional standards or be closed; (4) giving all teachers access to high-quality professional development and regular time for collegial work and planning; and (5) redesigning schools to allow teachers to know their students, and their students' families, better. In addition, with the Commission's vision for the future of teaching, teachers would have access to high-speed computers that would enable them to open up their classroom doors to other teachers so that best practices could be more effectively disseminated.

The Commission's vision also pushes for other provocative changes, including new salary systems based on teachers' knowledge and performance and high-quality alternative strategies to recruit and prepare non-traditional teachers. Policymakers need to support innovative incentives and structures to bring expert K-12 teachers into colleges of education, where they continue to teach children regularly and help to revolutionize teaching and learning all across the university. Also, we advocate for new school structures to reduce teaching loads for novice teachers so they have opportunities to learn more from expert mentors. If high-quality teaching is to become the central investment of schools, then more education dollars must be spent on classroom teaching.

Much More Policy Work Needs to Be Done

Despite the progress made in many states across region, much more needs to be done. Across the nation, we find a greater focus on creating more rigorous teaching standards (although states do not enforce them uniformly) and growing evidence that poor children and those of color are more likely to be taught by lesser-qualified and less experienced teachers. And while marked progress has been made in teacher education, too many newly hired teachers are entering the profession without sufficient preparation. Similarly, surveys[5] reveal that professional development is improving, but most teachers still do not have opportunities to learn from their expert colleagues in content- and school-based learning. Teacher turnover is increasing generally, but we do not have solid data on a school-by-school, district-by-district, or state-by-state basis so that special programs can be implemented.

Policymakers are enacting new recruitment strategies, but too little information is available to know which ones are making the most difference. Induction programs are being launched, but too few ensure that novices have access to content-specific mentors, and few provide sufficient time for novices to learn from their mentors. And while effective induction programs can reduce teacher attrition, we have too few means to know whether the induction programs have the "right" elements and are producing optimal results. Connecticut is the only state deploying new teacher induction and performance-based quality control tools that closely focus on how new teachers learn to teach their content and assess how their students are learning. The Southeast has been slow to enact new compensation systems, albeit the region leads the nation in supporting National Board Certified teachers. In doing so, states in the region have broken new ground in paying accomplished teachers considerably more than their colleagues who have yet to earn this distinction. Finally, too little has been done to redesign schools so that teachers have more time to learn and know their students well.

Standards and Accountability Are Not Enough

A recently released study of standards-based reform in nine urban districts across the nation shows that student achievement cannot be raised unless we invest in teacher quality.[6] The three pillars of standards-based reform – ambitious standards, aligned assessments, and accountability – are insufficient by themselves to improve student achievement. The keys are improving teacher education and professional development so that teachers know how to teach the content and how to assess more formally student learning in a variety of ways. The study concluded that testing and accountability systems must provide more user-friendly information to teachers and administrators to enhance and move instruction beyond test preparation.

In a similar vein, recent analyses of the Third International Mathematics and Science Study (TIMSS) suggest that higher academic standards, greater accountability, and smaller class sizes are insufficient by themselves to improve teaching and learning in math and science. Using TIMSS data, James Stigler and other researchers found that what is needed most is better teacher education and professional development that prepares teachers more with the most effective tools of teaching.[7] In an international study of how eighth-graders are taught math, Stigler found striking differences among methods in the United States, Japan and Germany – and considerable uniformity within countries. Regardless of region or type of school,

American teachers were found to rely heavily on traditional teaching techniques and on rote learning of procedures and repetitive drills. In Japan, on the other hand, teachers were more likely to use techniques that in structured ways allowed students to make mistakes as they dissected math problems. Furthermore, teacher teams in Japan routinely work together, analyzing why lessons on specific teaching topics work or not.

Making Sure That All Teachers Meet High Standards and Can Help All Students Learn

There is growing and compelling research evidence that effective teachers know more than just their subject matter and that new teachers who are certified produce greater student gains than new teachers who are not certified.[8] Also, studies of graduates of 5-year teacher preparation programs (earning a content-specific degree and working in an extended student teaching internship) reveal that they are more self-assured and more highly rated by supervisors than the graduates of 4-year programs at the same institutions. They are also seen as being as effective as some senior teachers, and they are more likely to enter and remain in teaching.[9] In addition, the Southern Regional Education Board (SREB) reported that new teachers who have had student teaching, compared to their counterparts with no clinical training, are twice as likely to stay in teaching for more than five years.[10]

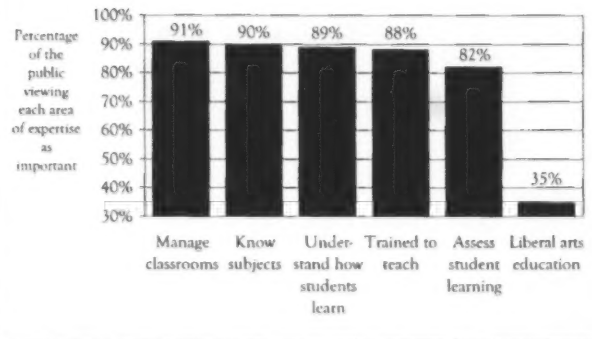
Nevertheless, we have seen a proliferation of emergency credential, lateral entry, and short-cut alternative route programs into teaching that serve to lower standards for teachers, while policymakers are simultaneously working hard to enhance the rigor of teacher education and licensing in their respective states. These simultaneous developments are evidence that many states still feel trapped in the false trade-off between teacher quantity and teacher quality that plagues the nation. It is clear that teacher licensing is far from perfect and there are many poor teacher education programs. The recently published state and institutional Title II report cards (www.title2.org) are the first national effort to give us a comprehensive snapshot of their performance. However, by seeking to find any warm body for vacant classrooms, policymakers are somewhat "exempted" from making tough decisions about more ambitious and comprehensive teacher recruitment, education, licensing, professional development, and compensation strategies. One key strategy will be to define more clearly, among policymakers, practitioners, and the public, what is meant by teaching quality.

What We Mean by Teaching Quality

The Commission's blueprint has pushed policymakers, practitioners, and the public to rethink what is meant by "teaching quality." And now, the reauthorized ESEA requires all teachers to meet a new definition of "highly qualified" by 2006, including the new standards of content and teaching knowledge. Growing evidence suggests that effective teachers must possess what is called by educators "content-specific teaching knowledge." They need to know the subjects they are assigned to teach and how to teach their content in different ways that makes sense to increasingly diverse students.[11] Given that growing numbers of diverse students are expected to meet higher academic standards, teachers of all grades and subjects need to know how to teach literacy skills and respond to the needs of students who have learning disabilities or who are second-language learners. Teaching quality must focus primarily on why kids learn or why they do not learn. It is more that just the technical aspects of comprehending "2+2=4." It's also about the students, their achievement, and the context, environment and surroundings of the students and the schools in which they are learning. These new demands on knowledge and skill impose serious challenges on traditional ways of preparing and supporting teachers.

The new research on teaching quality, which drives the assessments of the National Board for Professional Teaching Standards (NBPTS), indicates that effective teachers are those who know their subject matter, and also know their students well. They know how to manage classrooms, understand how students learn and can assess their learning, and know how to use diverse teaching strategies that enable their students to reach higher academic standards. The recent Harris Poll indicates that the American public agrees.

Percentage of the public that views selected teacher qualities as most important
(Harris Poll, 2001)



Source: Recruiting New Teachers, Inc. (2001). *The essential profession: American education at the crossroads, A national survey of public attitudes toward teaching, educational opportunity and school reform.*

Promising Developments in the Southeast

Despite the complex issues we face in meeting the teaching quality challenges in the Southeast, much progress has been

made. Some of it has been stunning. Most notably, the region is now home to 59 percent of all National Board Certified teachers nationwide. Of the 16,035 NBCTs nationwide, 9,030 of them are in the Southeast. National Board certification assessment processes determine whether or not teachers can demonstrate their ability to assess why students learn, or do not learn, academic content – an important hallmark of effective teaching. Southeastern states have some of the most aggressive policies to support and reward NBCTs. Now there needs to be more opportunity to capitalize on the knowledge of these accomplished teachers in leading school reforms in their schools, districts, states, and in the region.

Other promising initiatives are in the works across the region. The new Alabama Reading Initiative, which uses a research-based approach to reading instruction, has increased student achievement and lowered teacher attrition. Arkansas is making strides in improving content-specific professional development and supports ten Centers for Math and Science around the state. Florida has engendered a new P-20 collaboration with promise to bring together higher education and K-12 entities to improve teacher preparation and development. Georgia is making great progress in the arena of teacher preparation for the content areas, requiring prospective elementary teachers to have "minors" in math and reading. Kentucky's recent attrition study demonstrates that state's commitment to revising and effectively using their teacher data collection systems. Louisiana recently implemented a new accountability system for teacher preparation programs, one of the first of its kind. Mississippi's recent Critical Teacher Shortage Act and the new teacher recruitment center are making innovative advances in recruiting teachers in that state. North Carolina has increased its teacher education graduates by 14 percent. Thirty-six percent of the participants in South Carolina's Teacher Cadet Program go on to be certified to teach in the state. Tennessee is improving teacher education by creating a 5-year program at the University of Tennessee, acknowledging that it takes significant, practical, pre-service experience to prepare good teachers.

While states have developed promising practices around teacher quality, the expansion of these efforts could be greatly accelerated with regional collaboration around specific policy focus areas that reflect the teacher development continuum. From recruitment and teacher preparation to initial licensure, induction, and professional development, these areas reflect the need for better data collection, analysis, and dissemination that will inform decision-making efforts among policymakers and program planners. In the following pages, we analyze these focus areas and provide a synthesis of regional efforts and needed next steps. With the reauthorization of ESEA and its much needed emphasis on comprehensive strategies to ensure qualified teachers and quality instruction for every student, there is an even greater opportunity for the region to lead the nation in this important aspect of school improvement.

FOCUS AREAS FOR REGIONAL ALLIANCES

The Higher Education Act (HEA) was first enacted in 1965 to support college students who needed financial support with grants and loans. Recognizing the importance of teaching quality in raising student achievement and the role that state agencies, school districts, and colleges and universities must play together in school reform, Congress amended the Higher Education Act in 1998 with special Title II provisions. These provisions provided state grants for partnerships to improve teacher preparation, licensure, professional development, and recruitment of teachers. Since 1999, eight southeastern states – out of 31 nationwide – have received Title II grants and new solutions are emerging. Recent work of the National Governors Association (NGA) and the National Conference of State Legislatures (NCSL) documents a strong push in these states to restructure teacher education programs to improve teacher content knowledge, to create performance-based teacher preparation programs, to coordinate K-12 and higher education to ensure the demand for specific types of teachers meets the supply, and to promote collaboration between traditional and alternative preparation programs to ensure teachers meet minimum quality standards.

The grants in the Southeast, and the efforts that have ensued, range in scope and funding. The eight grantees received anywhere from $1.7 million to $10.4 million to implement varied approaches with the end result designed to create a more effective structure of teacher development so that K-12 students can achieve at higher academic levels.

Table 1: State-by-State Title II Award Amounts

State	Amount	Year
Alabama	$3,011,976	1999
Arkansas	$3,281,963	1999
Florida	$1,750,736	2000
Georgia	$10,398,855	1999
Kentucky	n/a	n/a
Louisiana	$2,389,575	2000
Mississippi	n/a	n/a
North Carolina	$8,756,463	1999
South Carolina	$2,829,257	1999
Tennessee	$1,926,870	1999

Many states used this money to anchor reform initiatives already underway, while others launched new programs or planning processes. A description of each state's efforts, including substantial ones in Kentucky and Mississippi (without Title II funding), can be found in Appendix A.

Even in the face of tumultuous federal and state economies, progress in teacher quality issues are evident since the 2000 report, *Teaching Quality in the Southeast: A Call for Regional Action*, was launched. That first report outlined seven priorities for southeastern state reform. An update of those reforms in the priority areas of recruitment, teacher preparation, initial licensing, induction, and professional development follows. However, because we continue to see a great need for better information and data to inform policy development, we begin our analysis with a focus on the relationship of data collection and teaching quality.

Focus #1: Data Collection to Support Policy Intervention

Developing "systems" to collect data efficiently and focusing that data on decision-making and policy efforts is an important issue for states to address. Compelling recent studies make it clear that teacher quality affects student achievement. At the same time, high teacher turnover, mismatches between supply and demand, and concerns about the quality of teacher preparation programs have fueled nationwide dialogue about the future of the teaching profession. The teacher workforce is becoming more mobile. There is also an imbalance in supply and demand. Colleges and universities still, in some cases, overproduce teachers in content areas where supply exceeds demand, e.g., elementary teachers, while underproducing in areas of accelerating shortages, such as math, science, foreign language, and special education. Teacher distribution affects teacher placement in "hard-to-staff" (inner city, rural, high poverty) schools. Poor working conditions and inadequate new teacher induction programs exacerbate the shortages. Yet, **policymakers confronting these issues are forced to rely on weak or incomplete data systems to understand current realities in their states or to gauge the impact of proposed solutions.** Better data are needed as a tool to reallocate resources to make the right policy choices.

With such compelling reasons to reform, data collection efforts across the Southeast are hampered by inadequate databases, out-dated technology, varying definitions of key terms, different methods of data collection, and political and legal implications. These issues continue to impede the process of informed policymaking and make intra- and interstate collaboration difficult. For example, uniform definitions for "out-of-field" teaching do not exist, while definitions and reporting processes, for the most part, lack the precision necessary to drive action. The good news is that many states, like Georgia, are re-examining their out-of-field issues and re-focusing resources to help out-of-field teachers receive the preparation, support, and incentives they need to become "in-field." Current definitions for out-of-field reveal that very little has changed in the last two years.

Table 2: Definitions of Out-of-Field Teaching

State	State Definition of "Out-of-Field"
Alabama	Teaching outside one's field of certification
Arkansas	Teaching outside one's field of certification or grade level of licensure
Florida	Teaching a course for which one lacks appropriate certification
Georgia	Teaching more than half of the instructional day out-of-field [under revision]
Kentucky	Teaching in a position for which one doesn't have appropriate certification
Louisiana	Not meeting certification to teach in at least one specific certification area
Mississippi	Lacking proper certification/endorsements for courses that one teaches
North Carolina	Teaching one course per day out of one's licensure area
South Carolina	Teaching outside one's field of certification [subject to transcript analysis]
Tennessee	Teaching more than two courses outside of one's endorsement area

Even with such obstacles, several states are forging ahead to gather some teacher data that informs policy decisions within their state. Many states are collecting data concerning teacher performance and teacher retention, and some states have made a concerted effort to re-examine their state definitions, paths, and processes for alternative routes. All ten of the southeastern states are collecting data around teacher turnover.

Alabama is in its third year of tracking beginning teachers, examining novice teacher performance and retention through its teacher evaluation instrument. Data from this instrument reveal the overall performance of teachers, disaggregated by schools and school districts. For example, in 1999-2000, Alabama lost 10 percent of the teaching force after the first year. Returning teachers scored higher than those who left on the Professional Education Personnel Evaluation (PEPE) instrument in all areas of certification or assignments, implying that better preparation leads to lower turnover. This conclusion makes sense given that PEPE data reflect that the classroom management, not content knowledge, scores were significantly lower for those who left.

Florida redesigned its databases, linking college and university databases with Florida Department of Education student outcome data. The state is tracking teacher quality by examining the various licensure routes through which teachers enter the profession against the data regarding student achievement. These data collection processes have been underway for two years. A longitudinal study will compare the various routes, including in-state institutions, out-of-state licenses, alternative routes, and those pursing National Board certification.

North Carolina law requires the state to provide an annual report on teacher attrition. Those data are collected through various sources, including follow-up surveys conducted by teacher education institutions, exit surveys with beginning teachers, and exit surveys conducted by personnel administrators. A teacher and administrator supply and demand study by district has been completed and is available on the web at the North Carolina Department of Public Instruction (DPI) website (www.dpi.state.nc.us). This study states that there are 11 school districts with turnover above 20 percent and 54 with turnover above the statewide average of 14 percent. These data also show distinctly different turnover rates in low and high performing schools, with the latter having lower mobility rates. The Public School Forum of North Carolina ran a separate analysis based on DPI data, calculating turnover by building, rather than by district. This analysis found that the statewide teacher turnover average, based on this reporting from 1909 schools, was almost 27 percent with 19 schools reporting turnover above 60 percent.[12] Data such as these are invaluable to informing statewide policy.

Georgia and Kentucky have seriously undertaken the process of data collection in ways that can inform each other. Georgia's Educator Workforce Research and Development Division gathers baseline data and provides forecasts on teacher supply and demand issues. This office works to align or reconstruct various databases to ensure that data are more readily available for purposes of decision-making. Kentucky is examining the technical issues around data collection, including hardware and software implications. Both states are working together to develop models for supporting other Southeastern states.

Issues and Next Steps: Today's communication technologies – including new hardware and software – make possible for the first time data collection and reporting that was desirable long ago but was not available. Many states are now working

on improving their teaching data infrastructures, and each state can benefit from the advancements made by their counterparts in the region – to the point of sharing resources so that no one state has to bear the "full" cost of building effective management information systems. Nine southeastern states have been collaborating with the Center and other regional and national organizations on a Teaching Quality Indicators Project to address the hardware and software constraints of data collection, as well as to continue dialogue about meaningful terminology and a shared language for constructing definitions that can drive reform efforts. After the creation of Technical and Policy Task Forces to address the various aspects of the project, the members of this collaboration developed a set of indicators and are currently working to establish a regular, annual reporting format on the yearly production of teachers by institutions of higher education and teacher turnover in high and low performing schools. The group eventually intends to pursue the following indicators as well, recognizing that considerable technical infrastructure work needs to be undertaken in order to assemble them across the states: out-of-field teaching, teacher supply productivity through various routes into the profession, and teacher quality characteristics in each state's 50 lowest and 50 highest performing schools.

Focus #2: Recruitment

There is no question that policymakers must look beyond traditional college-aged graduates to fill the growing number of teacher vacancies. Indeed, they are recognizing the potential value of creating a wide range of incentives and supports to recruit and prepare new candidates. States have become more aggressive in their efforts to recruit prospective teachers by:

- Focusing on programs that tap potential candidates in high schools, universities, and other careers;
- Providing scholarships and forgivable loans to potential teachers or to teachers agreeing to teach in high-need areas;
- Increasing or differentiating salaries;
- Rehiring retired teachers;
- Providing training to certify paraprofessionals; and
- Developing electronic websites to market and provide an electronic application process.

In Arkansas, Louisiana, and South Carolina, Teacher Cadet Programs have been established to tap high school students who might be interested in becoming teachers. North Carolina is also using the Cadet Program model. These Cadet Programs have a structured curriculum that provides opportunities to explore teaching as a profession. In South Carolina, where the Cadet Program is already 15 years old, an average of 35 percent of Cadets indicate plans to pursue teaching, with over 2,000 currently teaching in the state. Kentucky is examining programs that target middle and high school students, and Georgia created Academies for Future Teachers to target honors and business students in selected two- and four-year institutions.

Other states have employed processes such as alternative licensure programs to recruit and train mid-career changers or university graduates with content area degrees. Florida, Georgia, Louisiana, and North Carolina have developed programs that provide pre-employment training, university courses, and mentor support to candidates who have subject area expertise through a university degree and are either mid-career changers and or recent non-education graduates. Georgia, Kentucky, and North Carolina are developing programs that target paraprofessionals and nontraditional students to encourage them to pursue additional education to become teachers.

Several states now offer scholarships and forgivable loans to potential teachers or teachers willing to serve in high-need subject or geographic areas. The North Carolina Teaching Fellows Program, the oldest and most respected program of its kind in the region, provides forgivable loans for teacher education students who agree to teach in the state for four years. The program has graduated 3,644 teacher candidates, with almost 2,000 currently serving in the state. South Carolina recently adopted this program model. Arkansas provides $2,000 per year scholarships for teachers pursuing master's degrees while rendering service to the state as a licensed teacher in a school district in a geographical area of the state where there exists a critical shortage of teachers. Mississippi's Critical Teacher Shortage Act targets teachers seeking a master's degree to locate in critical shortage areas. In exchange for three years of service, recipients receive tuition scholarships toward completion of a degree program, professional development opportunities, a computer, participation in a mentoring program, home loans, and up to $1,000 for moving expenses.

Some states are offering differential pay and other incentives to fill slots in subject shortage areas or hard-to-staff schools. Louisiana implemented the Critical Teacher Shortage Incentive Program to provide newly certified teachers an annual stipend of $3,000 for the first four consecutive years if they agree to teach mathematics, biology, chemistry, physics, or special education. South Carolina created a teacher specialist program, offering significant bonuses (50 percent of the regional average salary – last year's was $18,000) to recruit veteran teachers to work in the state's weakest schools.

States are also looking to bring retired teachers back into the classroom to fill empty spots. These states are allowing teachers to draw full pension benefits while teaching full- or part-time. Currently Alabama, Kentucky, Louisiana, North Carolina, South Carolina, and Tennessee all have some legislation to attract retirees. Some states are using these policies as incentives

to lure retired teachers to hard-to-staff schools. For example, South Carolina's plan will help channel retired educators to "critical need areas."

Although it remains largely untapped, one promising source for potential teachers lies in the number of paraprofessionals teaching in classrooms across the region. While no paraprofessional program in the region has been implemented to scale, successful models show retention rates as high as 90 percent for program completers. For example, the paraprofessional program hosted at Armstrong State in Georgia recruits non-certified personnel and provides them with financial assistance and other supports to take regular teacher education courses in pursuit of full certification. While there have been only 65 total participants since 1993-1994, program completers show a 94 percent retention rate. Furthermore, these graduates have proven to be very successful: twelve of the 65 participants have a Master's degree, two are working on doctorates, sixteen are Teachers of the Year for their schools, seven have earned teacher supervisor support designations and now work with student teachers, seven have technology expertise, and seven have reading endorsements. This program, which has been supported primarily by private foundation dollars, deserves the attention and financial support from state policymakers.

Other recruitment initiatives include the Teach Louisiana and GATeach programs, on-line recruitment strategies to encourage out-of-state teachers to relocate. These websites include important state-specific information that will assist interested teachers in making decisions about vacancies. Many states in the region are now trying to make becoming a teacher a consumer-friendly exercise.

Issues and Next Steps: As states move toward filling the needs of districts by preparing teachers to fill classroom vacancies, caution must be exercised to ensure that a competent, caring, qualified teacher fills each classroom. Each recruitment strategy employed should be monitored to achieve maximum benefit. How many and what quality recruits are coming through routes such as Cadet Programs, on-line recruitment efforts, or alternative licensure programs? Rigorous entrance requirements must continue to be in place for candidate screening in alternative programs. These programs should be carefully monitored to promote high quality content pedagogy curriculum, on-going support from within the school by content experts, and a focus on teaching assignments and extra-curricular responsibilities. The assignment of these teachers should be examined in the context of student achievement. Are our least prepared teachers assigned our most difficult or low-achieving students?

Recruitment is a competitive issue, and states are resorting to a plethora of strategies to ensure that classrooms are staffed with the best talent. Yet, how can states benefit from data analysis and collaborative efforts? What are the "true" lessons learned from the varied recruitment efforts underway, and how can resources be better focused?

Focus #3: Teacher Preparation

Linking student and teaching standards

Improving teacher preparation must focus on not just schools of education, but also the subject matter departments where prospective teachers learn content and "see" models of how to teach it. All too often, universities still do not give institution-wide attention to the improvement of teacher preparation. Many states are aligning their teacher standards at the pre-service level, addressing them through such processes as state and national program approval processes. Those standards are aligned to those of the National Board for Professional and Teaching Standards, the Interstate New Teacher Assessment and Support Consortium (INTASC), and existing program approval organizations like the National Council for the Accreditation of Teacher Education (NCATE). Yet, linking student and teacher standards across the region is arduous and time-consuming. To align teaching and student standards, Georgia's eight Standards-based Teacher Education Programs (STEP) have developed models for linking student and teaching standards. The Regent's Principles require that all pre-professional and graduate programs be consistent with the five core propositions of the National Board for Professional Teaching Standards. North Carolina has worked with panels of curriculum specialists within its Department of Public Instruction, teacher educators, arts and science faculty, and master teachers to create new standards, which will be a part of the program approval process. Additionally, the state is examining the link between content-specific professional development and re-licensing.

Many states are using the Professional Development Schools (PDS) model to improve linkages between preparation and job experiences, drawing university and school faculty together in redesigning both teacher education and professional development as well as assessing teaching and learning in ways that can inform other educators. Louisiana, North Carolina, South Carolina, and Tennessee have implemented PDSs to strengthen teacher preparation through school and university partnerships. South Carolina is expanding its PDS network, using the one of its state universities as a model for purposes of training and follow-up support. Louisiana is also increasing its PDS sites.

In addition to Professional Development Schools and standards projects, collaboration across the PK-20 spectrum has focused the dialogue for stakeholders such as education and arts and sciences deans, university faculty, community college

representatives, superintendents, principals, teachers, business leaders, and citizens. Almost every state has some network through which to build education capacity and greater collaboration among schools, state agencies, and universities.

Issues and Next Steps: As states begin to reform teacher preparation and align to customer needs, evaluation of these efforts is critical. How are newly aligned student and teaching standards being used to redesign curriculum at colleges and universities? Are university faculty – most notably those in content areas – teaching their courses differently so future teachers are better prepared to teach to the state's student standards? Do university faculty in the arts and sciences work with teacher educators to prepare prospective teachers for subject area tests they must pass in order to receive a license? How much do university faculty themselves know about measuring student learning? How can PDSs collect data on teacher and student learning in ways that can inform the effectiveness of teacher education? How are PDSs governed and funded, given their new mission to educate K-12 students as well as prospective and experienced teachers? How can states collaborate to create methodologies that will examine issues of teacher preparation, especially in light of PDS reforms? These questions need to be answered if the region is going to overhaul its teacher education system, and in doing so, demand that the entire university become involved in addressing these complex matters.

Focus #4: Initial Licensure

States continue to examine their teacher education, licensing, and induction systems, with a focus on new measures of assessing teacher candidates entering teacher education institutions, graduates' knowledge of subject matter, and job-site effectiveness for obtaining a permanent license. Collaboration and information exchange across states remains a key for improving these systems. Many efforts in each area are underway. Relative to examining teacher education, many states have focused on increasing entry and exit testing requirements through increasing cut scores on teacher tests. Many states use Educational Testing Service's (ETS) PRAXIS I (general knowledge test) and PRAXIS II (subject matter and pedagogy).

Performance-Based Licensing

Induction practices continue to focus on performance-based licensing. North Carolina moved forward with its beginning teacher INTASC-based performance assessment. During the 2000-2001 school year, a large cadre of teachers was trained to grade the portfolios, which include a compilation of evidence about a new teacher's ability to teach effectively. Mentors and beginning teachers were also trained. This process affords beginning teachers the opportunity to display their content knowledge through specific artifacts and evidence aligned to INTASC standards. Arkansas and Georgia have adopted PRAXIS III, requiring its successful completion to convert an initial or entry license to a professional license. The PRAXIS III instrument is teacher observation-based and includes some additional work sample components. Alabama uses its own instrument (PEPE) to provide feedback on beginning teacher performance. Additionally, a work sample has been added to the Alabama new teacher evaluation process.

Table 3: Paper & Pencil Tests of Teacher Knowledge & Skill

State	Basic Skills	Professional Knowledge	Subject Matter
Alabama	Yes	Designed by the university	Designed by the university
Arkansas	PRAXIS I	PRAXIS II PLT	PRAXIS II in content areas
Florida	College-level academic skills tests	Yes	Yes
Georgia	PRAXIS I	Core Battery	PRAXIS II
Kentucky	PRAXIS I for entry	PRAXIS II PLT at certification	PRAXIS II in content areas
Louisiana	Yes	PRAXIS II PLT	PRAXIS II in content areas
Mississippi	PRAXIS I	PRAXIS II PLT	PRAXIS II in content areas
North Carolina	PRAXIS I for entry	No	PRAXIS II in content area
South Carolina	PRAXIS I	PRAXIS II	PRAXIS II in content area
Tennessee	PRAXIS I	PRAXIS II PLT	PRAXIS II in content areas

Other Initial Licensing Issues

Despite efforts to improve the teaching profession by raising test cut scores, improving teacher preparation, and linking K-12 to colleges and universities, the teaching shortage has deepened in the region. Many states are scrambling to staff schools and, in some cases, with teachers who have very little or no content or teacher training. State and district policymakers have yet to make the necessary hard decisions and new investments or to reallocate resources in ways to shape teaching as a more attractive profession. One must raise standards and increase incentives simultaneously. This staffing dilemma comes at a time of increased accountability for student achievement. In Tennessee, the number of people entering the profession without certification increased 98 percent in three years, from 701 in 1997-1998 to 1,390 in 1999-2000. While certification is not a perfect proxy for teaching quality, it is, like in other professions, a reasonable and appropriate one to measure progress in ensuring that every student has a competent, caring, and qualified teacher.

States and districts need to re-examine their policies on teacher placement and funding to ensure that schools with the greatest need are not assigned teachers with the least preparation. Success stories occasionally surface. In Louisiana, St. John the Baptist Parish lowered its number of uncertified teachers from 26 percent to 18 percent in one year by increasing salaries and local supplements.

Issues and Next Steps: Many states are implementing a multi-tiered approach to licensing that includes additional demonstration of mastery and skill during a teacher's initial (induction) years and later through a more stringent re-certification. While more states are moving towards a more performance-based system, no southeastern state has a content-specific licensing process that reflects the importance of content mastery for high student achievement. Some performance-based models are using content experts to observe, assess, coach, and provide feedback to newly minted teachers through several models of induction and licensure, but novices do not have to demonstrate how they teach specific content or how and why their students learn that content.

The good news is that virtually all of the southeastern states have eliminated the lifetime teaching licenses and, in doing so, have made re-certification more substantial. However, re-certification is still based on course counting and credit hours, not performance. The states have upped the number of continuing education credit hours one must earn, but not in ways that can drive more coherent teacher development and school improvement. (This issue is discussed more fully in the next section.)

Again, regional collaboration could leverage resources to develop licensing systems that are flexible enough to reflect state-specific issues, yet value-added to encompass regional issues as well. Could these instruments and processes be shared across state lines? Could professional development for these processes also occur regionally or across states to strengthen content knowledge of assessors and evaluators? Could distance learning delivery be used to focus content-specific professional development tied to teaching and learning standards? Could re-certification requirements be tied to effective models of professional development, rewarding teachers with salary increases and additional continuing education units (CEU) when they demonstrate that their own learning improves student learning?

Perhaps now is the time for the region to act collectively to establish a true performance-based teaching quality system. Doing so would save substantial dollars and provide a much needed common framework that could be deployed in a way that is more consistent with the growing mobility of teachers across the region.

Focus #5: Induction

Supporting beginning teachers as a retention strategy has become more prevalent across the Southeast. Many states currently have mentoring programs and induction programs in place, including Alabama, Arkansas, Georgia, Kentucky, Louisiana, North Carolina, South Carolina, and Tennessee. States *encourage* districts to screen and select mentors carefully, assign mentors based on job-alike assignments, and provide release time for mentors to work with novices during the school day.

Arkansas selected ETS's PRAXIS III assessment model and is training mentors to support beginning teachers. North Carolina provides paid mentors for the first two years of induction and mentor training manuals for beginning and advanced levels. School districts are also given funding to pay for a three-day pre-work orientation. Georgia adopted "conditions" to ensure teacher success and is planning to evaluate those conditions on the Georgia State Report Card.

Table 4: Induction Support

State	Required Induction Support Program	Training for Mentors	Incentives for Mentors
Alabama	No	State developed mentor manual	$700
Arkansas	No	*Pathwise* training	$1,000 plus $800 for additional novices
Florida	No	n/a*	n/a
Georgia	Program requirements under construction	Recommended	Recommended
Kentucky	No	No	$2,400
Mississippi	No	No, but coming in 2002	n/a
Louisiana	Yes	Yes	$400
North Carolina	Yes	State developed plus additional models	$1,000 for 2 years
South Carolina	Yes	Cognitive Coaching	n/a
Tennessee	Yes	State designed and Vanderbilt	$1,200 plus $800 for each additional novice

* n/a = not available

The Kentucky Teacher Internship Program (KTIP), initiated in 1985, is a required instrument for guiding and assessing all first year teachers as they progress to a professional certificate. The KTIP is based on nine New Teacher Standards. Beginning teachers receive support from trained mentors who have a minimum of four years of experience and a Rank II – master's

level – status. The mentors are released for twenty hours to observe their protégé.

Issues and Next Steps: States are providing additional support and structure to the induction year. This support is critical for new teacher development and success. States such as Alabama cite that schools lost 10 percent of their first year teachers in 1999-2000. While support is important, many states are not focusing on some critical elements of induction. How are mentors recruited, selected, and trained for this role? What knowledge, skills, and dispositions do they need to be successful? What process is used for selection? In what content and how are they trained to be successful on the job? What data suggest that they have been successful? How are those data collected? Is release time provided for mentor-novice contact? Are beginning teachers receiving fair and reasonable assignments? What support do mentors receive in their role? How are mentors compensated?

Teachers are on the steepest points of their learning curves in their first few years of practice. Early on, teachers develop skills, habits, and beliefs that determine whether or not they can adapt to the new academic standards they must teach, learn to support different students and families, and utilize new technologies that can leverage changes in ways their schools serve their clients.

New research is available regarding best practices for induction and mentoring. Models – especially like the ones in Connecticut, those districts working with the University of California-Santa Cruz, and a newly launched effort in Charlotte-Mecklenburg, North Carolina – can provide very useful guidance. For example, the New Teacher Project at UC-Santa Cruz serves several districts, drawing on 30 full-time mentors who serve 450 new teachers. New teachers participate in the program for their first two years of teaching. They meet weekly with their advisors, both in and out of the classroom, for a total of about two hours per week. New teachers also attend a monthly seminar series that focuses on content-specific pedagogy (with a special emphasis on literacy development) and is designed to build a support network and ongoing professional dialogue among beginning teachers. Elementary teachers are always assigned mentors with experience teaching at the elementary level, but not necessarily at the same grade level. At the secondary level, subject matter matches are made. Mentors receive three hours per week of training and professional development, and they also receive their full-time teaching salary and benefits. More efforts like these need to be shared and understood. Again, regional data collection, analysis, and shared experiences may strengthen induction initiatives across the Southeast.

Focus #6: Professional Development

Southeastern states are still examining issues related to high quality, high-impact professional development. Those issues involve increasing the focus on broadening teacher content knowledge and increasing student achievement. States do not create and evaluate sustainable professional development in comprehensive, systemic ways. Most states still provide guidance to school districts by recommending that professional development be data-driven and aligned to school and district improvement plans. While many states provide such guidance, few have focused efforts and delivery support at the state level. Those who do have some statewide support include Alabama, Arkansas, Georgia, Kentucky, North Carolina, and Tennessee.

Alabama focused teacher content training through its Regional In-service Centers, colleges and universities, and professional organizations. In addition to teacher training, Alabama developed and delivered new instructional leadership training in pilot form to its districts. After the pilot districts have worked with this training over the next year, revisions will be made and the training will be launched statewide.

Arkansas originally created *Nine Principles for Professional Development*, approved in 1995. The Total Quality Enhancement Professional Development Task Force is currently writing new State Standards for Professional Development that are aligned to the National Staff Development Council's (NSDC) elementary, middle, and high school standards. Additionally, Arkansas generated resources to support professional development in mathematics, science, and foreign language. Ten Centers for Math and Science have been providing professional development for K-12 teachers.

Georgia developed four math and four science courses in both on-line and traditional formats for current middle grades teachers who may be teaching out-of-field. A statewide Reading Consortium supports institutions that offer the Reading Endorsement.

Kentucky recently enacted Senate Bill 77 to support content-specific professional development. A Professional Development Growth Fund will be administered by the Kentucky Department of Education and will focus on many aspects of training and development, including content training for middle schools, tuition reimbursements for teachers taking university courses, and the development of Teacher Academies.

Tennessee worked with the Appalachian Educational Laboratory (AEL) to access the North Central Regional Educational Laboratory's (NCREL) professional development standards. Those standards, aligned to the school improvement planning process, have been the focus of training for schools and school districts. Additionally, Tennessee provides training

for teachers to prepare for end of course tests in biology, Algebra I and II, and English II, and offers training through professional development academies.

Professional Development for Re-licensing

Many states have recognized the gap between increased teacher quality efforts at the pre-service, licensing, and induction stages, and the lack of coherent quality efforts at the in-service stage. While business and industry continue to retool their work force in order to maintain market edge, educators have traditionally underutilized professional development, including coaching, training, feedback, and follow-up support. Re-licensing cycles offer the leverage point that many states need to improve teacher content and pedagogy knowledge, but many states are not using this strategy for improving teacher quality.

Alabama, Arkansas, Georgia, Mississippi, North Carolina, and Tennessee examined re-licensure requirements in the past five years. The outcomes of those discussions have been varied, from inactivity to increased expectations. Kentucky issues a professional license good for one year after interns successfully complete their initial year. To be issued a continuing license, teachers are expected to have completed half of the requirements for a master's degree at the five-year benchmark. At the end of the ten-year period, teachers must have completed their master's degree for that license to be renewed.

Table 5: Current Professional Development Requirements for Re-licensing (or re-certification) in the Southeast

State	Cycle	Requirements
Alabama	5 years	3 years education experience & 5 continuing education units (CEUs) of professional development or 3 semester hours of CEUs & 3 semester hours credit or 6 semester hours of allowable credit
Arkansas	5 years	150 hours of professional development every 5 years (30 hours for each year taught); 3 hours of technology application
Florida	5 years	6 semester hours credit or 120 staff development units
Georgia	5 years	6 semester hours credit or 120 staff development units every 5 years; computer skill competency
Kentucky	5 years	90 professional development points or 6 semester hours of coursework
Louisiana	5 years	1 semester of teaching every 5 years
Mississippi	5 years	10 CEUs in content or 3 semester hours for bachelor's degree; 3 semester hours in content or 5 CEUs for master's degree
North Carolina	5 years	15 CEUs (150 hours of professional development) with 5 units or 50 hours credited for each year taught; 10 years for NBPTS certification
South Carolina	5 years	6 semester hours
Tennessee	10 years	6 semester hours or 90 professional development units

Arkansas increased the number of annual professional development hours required by teachers from 30 to 60 hours. Georgia is linking their re-licensing process with student achievement by planning to require documentation of success with students from diverse backgrounds. This requirement will be in addition to the professional development training expectations. North Carolina maintains 150 hours per five years, with 30 to 50 hours in technology content-specific training; however, the State Board of Education and the DPI have been charged with studying professional development, with a report to go to the Education Oversight Committee of the legislature in March of 2002. The North Carolina Professional Teaching Standards Commission (NCPTSC) is circulating a proposal for content-specific professional development tied to re-licensing efforts. North Carolina provides a 10 percent increase in salary for the successful completion of a revised master's degree program. Tennessee added 90 professional development units to their requirements.

National Board for Professional Teaching Standards

Beyond traditional re-licensing requirements, states have linked the successful completion of National Board certification to re-licensing. Georgia, Mississippi, and North Carolina re-license NBCTs for one cycle.

Southeastern states have championed the cause of master teaching by supporting teachers to sit for the advanced certification of the National Board for Professional Teaching Standards. Some states have passed legislation or policy, while others have simply leveraged resources to support teachers interested in becoming National Board certified. North Carolina, through its Excellent Schools Act, pays for candidates to participate in the process and provides a 12 percent increase in salary for those who successfully complete it. In fact, every state in the region offers some level of support for candidates and some level of salary bonus. South Carolina aggressively recruits National Board teachers and offers one-day sessions, trained facilitators, and support for those who are interested in National Board certification. South Carolina also pays the highest bonus – $7,500 – for National Board certification.

The Southeast's support of National Board certification has paid off. Currently, 59 percent of National Board teachers are in the Southeast. Of those, North Carolina has the largest percentage (23 percent) followed by Florida (14 percent) and Mississippi (7 percent).

Issues and Next Steps: States have a powerful opportunity to leverage change through existing processes such as re-licensing. The lack of rigor in some of these policies reflects missed opportunities for change. States, in concert with professional organizations and governing bodies, should examine their content professional development expectations and develop renewal processes that are meaningful, relevant, adult-learning

Table 6: State-by-State Comparison of NBPTS Teachers and Support

State	Total NBCTs 2001	% of National NBCTs	Support	Incentives
Alabama	308	1.9%	50% of application fee; $2,000 per candidate; support sessions	$5,000
Arkansas	59	0.4%	50% of application fee; 3 days of release time	$2,000
Florida	2,257	14.1%	90% of application fee; $150 stipend for portfolio preparation	10% of salary
Georgia	421	2.6%	Funding for 61 candidates at $1,000 each	10% of salary
Kentucky	139	0.9%	Application fee paid for successful completion; $400 stipend; 5 days of release time	$2,000
Louisiana	84	0.5%	Application fee and mentor support; quarterly regional meetings	$5,000
Mississippi	1,157	7.2%	Application fee and support sessions	$6,000
North Carolina	3,659	22.8%	Application fee plus support sessions offered by universities; 3 days of release time	12% of salary
South Carolina	1,290	8.0%	Application fee plus support sessions offered by the SC Governor's School with trained facilitators, and 2 day sessions	$7,500
Tennessee	40	0.2%	Up to 100% of application fee	$2,500

oriented, high quality, and measured for impact on the teaching and learning process. Rather than a "one-size fits all" system, states need to use school improvement planning, student achievement data, and personnel evaluation systems to focus professional development for high impact. Use of national professional development standards such as those from the National Staff Development Council or the North Central Regional Educational Laboratory are being examined and drawn upon, but there is no evidence that states are ensuring any semblance of quality control in professional development. Best practices in professional development delivery, including the difficult issue of teacher time and resource reallocations and how they can best be leveraged and monitored, must be addressed.

Southeastern states need to tap the potential of the master teachers they have identified through the National Board process. These teachers are content experts who know how to assess how and why students do or do not learn. The region must act to capitalize upon this growing number (over 9,000) of accomplished teachers. In particular, their knowledge of student assessment can be used to transform current curriculum, testing, and reporting practices. NBCTs, with the right policies behind them, can support pre-service teacher interns, mentor beginning teachers, and coach and provide technical assistance to struggling colleagues. Universities that are serious about strong clinical models of teacher preparation would do well to consider NBCTs for faculty and leadership positions. The kind of professional development that leads to student achievement gains cannot be realized until teachers have more time to access their expert colleagues and have more time to work with each other in understanding why their students are or are not learning. In addition, our region's administrators need more knowledge, skills, and support to help redesign schools. The region has done far too little, and policymakers, practitioners, and the public alike have little access to information about what has been accomplished in this regard.

OTHER AREAS OF FOCUS AND POTENTIAL INITIATIVES

Despite more hurdles to clear, the call for teacher quality reform in the Southeast has given rise to impressive actions. New legislation and policies as well as unprecedented interagency P-16 collaborations are emerging. Focusing on teacher quality and meeting the critical shortage needs of districts will become an increasingly important challenge.

Overarching Reform Efforts Through Legislation and Policy Development

Many states have focused teacher quality reform efforts through legislation. Arkansas passed Act 1108 in 1997 and Act 999 in 1999, setting the broad-based education reform underway there. Arkansas also has new polices and regulations regarding professional development, mentoring, induction, and financial aid for prospective teachers. Tennessee passed the Education Reform Act of 2001, which supports a new statewide approach to reading and to teacher education needs of reading teachers. Although funding was not provided, this legislation supported the notion of a systemic response to the issues related to teaching reading. The Alabama Reading Initiative is another excellent example of a legislative effort to improve reading and literacy instruction across a state. As mentioned earlier, Kentucky enacted Senate Bill 77 to reform professional development for educators.

Few states, outside of North Carolina and Georgia, have tackled systemic reforms in teacher development. North Carolina continues to implement reform efforts initiated in its Excellent Schools Act of 1997, an omnibus bill which focuses on three areas: (1) enhancing student learning in the core academic areas, (2) improving teacher skills and teacher knowledge and the skills and knowledge related to improved academic achievement, and (3) rewarding teachers for improved skills and knowledge and for student achievement.

Georgia, working within a framework provided by both NCTAF and Title II, has developed an equally comprehensive agenda. Georgia's comprehensive plan includes eight interlocking parts: (1) balancing teacher supply and demand in all subject fields, grade levels, and geographic regions of the state, (2) decreasing teacher attrition during the first three years of teaching, (3) ending out-of-field teaching in all subject fields and grade levels, (4) changing certification standards to require new teachers and current teachers to demonstrate success in bringing students from diverse groups to high levels of learning, (5) raising admission requirements for teacher preparation programs, (6) strengthening the content knowledge requirements for new teachers of all subject fields and grade levels, (7) focusing teacher professional development and graduate degrees for teachers more directly on content knowledge and practices that improve student learning in schools, and (8) increasing accountability for quality teaching and student achievement.

Issues and Next Steps: While many effective laws and policies have been crafted to leverage changes in the Southeast, success stories and promising practices have not been uniformly shared with leaders and policymakers. Solid data is not always available to evaluate program impact and to design next steps. What differences are these efforts making on behalf of teacher quality? How are these initiatives being tracked for the efficacy of their intent? What lessons can be learned from state to state relative to these issues? What differences are they making for student achievement in the Southeast? We need to know if the new, more comprehensive approaches in Georgia and North Carolina are making a difference, or why their attempts at comprehensiveness fall short of the intended marks.

Collaboration Across Entities

Reform has encouraged collaboration in all southeastern states. Most states have formed coalitions between and among entities such as the governor, the higher education board, the community college board, the state department, business leadership, and legislative leadership. Georgia's P-16 Council includes partners from the Governor's Office, the Board of Regents of the University System, the Professional Standards Commission, the Georgia Department of Education, Georgia Partnership for Excellence in Education, the Office of School Readiness, the Georgia Department of Technical and Adult Education, the Georgia Teacher Center, and the Georgia Educator Workforce Research and Development Division. In Kentucky, the Education Professional Standards Board, the Kentucky Department of Education, the Council of Postsecondary Education, the Association on Independent

Kentucky Colleges and Universities, the Governor's Office, and the Interim Joint Committee on Education all share responsibilities. Through its Blue Ribbon Task Force, Louisiana has collaboration from the Governor, the Higher Education Board, the State Department, the legislature, and business leaders. North Carolina has forged partnerships with the Governor's Office, the legislature, governing bodies from both private and public colleges, community colleges, the Professional Teaching Standards Commission, and professional associations. Mississippi has established collaboration among the State Department, the Higher Education, and the Community College Boards.

Issues and Next Steps: True collaboration means supporting and sharing across agency lines. As in Georgia, Maryland, and elsewhere, cross-agency partnerships build momentum and almost seem to blur the lines between cooperating agencies. Given what we know about new teacher learning and effective teacher induction strategies, we will need to create new P-16 funding streams to make them happen right, i.e., by continuing to foster joint ownership by school districts and teacher education and arts and science faculty in ensuring that new teachers are prepared effectively for standards-based reforms. This means no longer will universities and school districts maintain sole responsibility for pre-service teacher education or in-service professional development, respectively. More states have instituted P-16 councils, but we still know very little about what they have accomplished. Different states are using different models (some with hard dollars to push reform, others not), but little is known about the effects of the different approaches.

CONCLUSIONS

We suggested almost two years ago that the states in the region consider how they could begin taking action on seven steps:

1. Support and link state-level teacher and teaching data centers across the region.
2. Draw on expertise of arts and science, teacher education, and public school faculty from each state to support alignment between teacher and student standards.
3. Develop a regional researchers' network to conduct key studies on professional development issues.
4. Share lessons learned in advancing the creation of effective three-tiered performance-based licensure systems.
5. Establish new teacher testing standards that can advance coherent conceptions of teacher quality across the region and support interstate teacher licensure reciprocity.
6. Share lessons learned in advancing the creation of effective statewide or district-wide induction and mentoring programs.
7. Establish a framework for creating coherent teacher re-licensure requirements linked to student standards as well as to teacher evaluation and advanced degree programs.

We believe the time has come for the region to have a collective plan for how to think about and act on a wide range of teaching quality matters. As a region we have begun this work, but we are still just tinkering around the edges of real reform. One next step is truly to advance coherent conceptions of teacher quality across the region and support interstate teacher quality control processes and outcomes. We are talking about much more than just using a common cut score on the PRAXIS – although that would not be a bad idea.

It is entirely possible for the region to have a region-wide licensing and re-certification process to encourage more effective mobility of teachers, while simultaneously driving a common conception of what we mean by good teaching that leads to student results. It is entirely possible to use new technologies to track teachers and link their teaching and working conditions to student learning. It is entirely possible to employ new technologies to fuel new approaches to content-specific teaching in ways that transcends individual districts, colleges and universities, and states. It is entirely possible to utilize the region's 9,000 NBCTs systematically as the teacher educators of tomorrow, influencing not just education schools, but the arts and science faculty whose teaching has rarely systematically connected to student learning on our college campuses. It is entirely possible for the region's leadership academies to begin preparing school administrators who know how to retain good teachers and how to redesign schools so that teachers can learn from their expert colleagues. Indeed, the reason to take such actions is clear: to increase the opportunity for every child to have a competent, caring, and qualified teacher, every day and in every classroom. The Southeast Center for Teaching Quality is committed to harnessing the region's commitment to public schools through a focus on teacher quality that will yield higher academic achievement for all students.

APPENDIX A: STATE UPDATES ON TEACHER QUALITY INITIATIVES

The ten southeastern states have made significant progress in teacher quality initiatives, eight through Title II resources and all through extraordinary efforts of educators, business, and government leaders. The initial objective(s) will be listed for each state with an update of the progress since the publication of *Teaching Quality in the Southeast: A Call for Regional Action.*

Alabama

The Governor's Task Force focused its Teacher Quality Enhancement Project on two major priorities:

Objective 1: Strengthening teaching standards and evaluation, as well as professional development through revision of the Alabama Professional Education Personnel Evaluation (PEPE) system and establishing targeted professional development to support teachers who receive a less than satisfactory rating on the teacher evaluation instrument.

Alabama is collecting data on new teachers through the teacher evaluation (PEPE) system. These data reflect how new teachers are performing in the classroom and are used to support training initiatives, as well as to assess the teacher preparation institution. Attrition data are also being collected to better examine patterns and support recruitment or retention strategies.

The PEPE system is based on eight competencies that reflect what teachers should know and be able to do. Developed by the Alabama State Department of Education, the PEPE instrument is being revised and includes a work sample component. The revisions to PEPE are currently being piloted.

In addition to revising PEPE, new training modules to support the competencies are under development. The University of Tennessee and faculty representatives of two Alabama universities – the University of Northern Alabama, and Jacksonville State University – are developing these new modules. Half of those modules were due to be available in the fall of 2001.

Objective 2: Developing and establishing a statewide teacher induction and mentoring program for first-year teachers.

In response to the Request for Proposals, the University of Alabama at Birmingham is developing a mentor manual that will support districts in developing mentor plans. These guidelines help define issues such as mentor selection, mentor/novice pairing, training, and support. The manual will also address the knowledge and skills needed to be a successful mentor. The initial training for the mentoring process was conducted in July of 2001. The mentoring process is being piloted during the 2001-2002 year. Training will be conducted with nine district teams, as well as mentors and their novice teachers. Pilot sites will provide feedback to the process during the 2001-2002 year.

Other Initiatives

The Best Practices Center, in collaboration with the Title II program, developed a website (www.bestpracticescenter.org) which contains a Summary Report that includes an overview and five sections: (1) The Importance of Teaching in Raising Student Achievement; (2) Teacher Standards that Raise Student Achievement; (3) Teacher Education that Raises Student Achievement; (4) Professional Development that Raises Student Achievement; and (5) Organizing Schools to Improve Teaching and Raise Student Achievement. The website is replete with examples of effective practices in Alabama.

The Center also developed two study guides: *Formula for Success* and *Teaching and Learning. Formula for Success* addresses instructional leadership. Facilitators from eight pilot sites have been trained using this guide. Some school districts are inviting principals to participate in training sessions conducted by these newly trained facilitators. *Teaching and Learning,* based on a report issued by the A+ Education Foundation in late 1999, discusses best practices in professional development and school restructuring. Facilitator training was conducted in the fall of 2001.

Arkansas

The Arkansas Teacher Quality Enhancement Grant Council, created by the Department of Education and the Higher Education Coordinating Board, oversees seven reform initiatives:

Objective 1: Collaborative redesign of teacher preparation programs between schools of arts and science and teacher education.

Objective 2: Improvement of teacher education programs within institutions of higher education to better meet the needs of districts.

Objective 3: Improvement of linkages between teacher preparation and teacher certification.

Improvement in content preparation within teacher preparation was initiated through the formation of the Teacher Preparation Task Force, which has analyzed data concerning college graduation trends in content and critical shortage areas, new licensure requirements, and funding policies. Several actions have been initiated as a result of this collaboration. In September of 2000, each university submitted a unit assessment plan that was externally examined by out-of-state reviewers. The reviewers provided technical feedback to these plans, which resulted in follow-up plans that were developed and submitted in September of 2001. The Teacher Quality Enhancement Grant Council sponsored curriculum symposiums for teacher education institutions to share best practices and examine changes in programs. These symposiums focused on new licensure areas. A Teacher Preparation Dean's Advisory Council was established to include deans and faculty members from both the colleges of education and the arts and sciences, as well as Chief Academic Officers of institutions of higher education. This Council facilitates communication between universities and the higher education coordinating board.

Other teacher education program improvement needs have been addressed through P-16 collaboration that links higher education and school district leadership. In the springs of 2000 and 2001, the state sponsored six Dean's Roundtables. Deans and superintendents addressed critical education issues and improvement needs.

Local school district personnel have been involved in updating higher education faculty about P-12 changes. These collaborative planning sessions resulted in suggested revisions for the clinical field experiences, as well as for the use of instructional technology. By July of 2001, each institution of higher education (IHE) provided a description of their teacher preparation programs that included their school-based clinical experiences, their focus on preparing teachers to work with students from diverse backgrounds, and their preparation in the area of instructional technology. These experiences must conform to the NCATE standards.

A P-16 coordinator was hired in January of 2001 to work with the state's P-16 Partnership Task Force and to facilitate the development of nine local P-16 councils. These councils include public and private two- and four-year institutions, school districts, and education cooperatives. The P-16 Partnership Task Force recommend eight action items which include:

i. Align Arkansas' P-16 initiative with the National Association of System Heads (NASH)/Education Trust P-16 Network;
ii. Initiate a regular bi-monthly meeting of the Deputy Directors of the Arkansas Departments of Education, Higher Education, and Workforce Education; and
iii. Develop and implement transition standards for high school to college and work in:
    - Mathematics,
    - English and communication,
    - Science, and
    - Social studies.

To improve the linkages between teacher preparation programs and teacher certification, institutions of higher education rewrote their preparation program plans in new areas of licensing, including early childhood, middle level math and science, middle level social studies and language arts, and secondary science. These plans are under review for approval by the state. University faculty are given the opportunity to take the PRAXIS examination at no cost.

Objective 4: Redesign of licensure.

To redesign and improve the teacher licensure process, Arkansas addressed seven issues: upgrading the technology and equipment within the Department's certification area, establishing cut scores for new PRAXIS II and III licensure tests, changing alternative paths to licensure, developing a process for adding areas to a license, examining reciprocity agreements, revising the re-licensing process, and focusing on the National Board process. Separate task forces are examining issues around PRAXIS cut scores, adding areas to a license, and changing the non-traditional routes. Most of the redesign efforts have been completed. The new licensure requirements are in effect beginning January 1, 2002, and include early childhood (P-4), middle level (4-8) math/science, and secondary (7-12) for all disciplines.

Arkansas currently pays for the National Board process, provides support classes for candidates in the process, and provides a $2,000 stipend for National Board Certified teachers. A new NBPTS coordinator was hired. The number of NBCTs in Arkansas increased from one to 25 in the past three years.

Objective 5: Development of a mentoring system to support beginning teachers.

To ensure the support of new teachers, Arkansas hired a new mentor program advisor, adopted PRAXIS III, and adopted

Pathwise for mentor training. During the 1999-2000 school year, guidelines were created to support districts in developing plans to support beginning teachers. Eight school districts, with approximately 250 mentors and new teachers, piloted those guidelines and developed district plans. To assess beginning teacher performance, Arkansas selected ETS's PRAXIS III, which it currently uses for teacher licensing decisions (moving from an initial to a professional license), and not for employment decisions. PRAXIS III assessors were trained and the instrument is being piloted with a group of first year teachers during the 2001-2002 school year.

To align novice performance and support, Arkansas selected ETS's *Pathwise* program for mentors to support the PRAXIS III licensure test. ETS agreed to correlate the *Pathwise* domains to the Arkansas P-12 curriculum standards. In 1999 and 2000, three *Pathwise* training sessions were conducted. Training participants represented higher education faculty, public school personnel, and educational cooperative personnel. To ensure that institutions of higher education were more fully involved, a special one-day drive-in conference was held to provide faculty with information about the process. Faculty teams of two to five members representing fourteen institutions participated in the one-day overview. In the spring of 2001, an additional training session was conducted. Currently, 120 *Pathwise* trainers are available to train mentors in school districts and educational service cooperatives throughout Arkansas. Plans are underway to identify 3,000 mentor participants from school districts, universities, and education cooperatives.

During the first year, trained mentors were paid $1,000 to support one novice teacher. This will be increased to $1,200 during the 2001-2002 school year. An extra $500 will be paid for each additional novice. Beginning teachers will receive $800 for professional development support and added resources during the first year they teach.

Objective 6: Improvement of professional development.

To improve professional development, Arkansas focused on two issues: the redesign and improvement of existing content-specific professional development programs, technology skills, and teaching skills; and professional development in academic subjects that align to the State plan for professional development. All professional development must be aligned to school improvement plans and support higher student achievement.

The Professional Development Task Force and the Network of Professional Development Providers created a draft set of state standards for professional development. The state requires thirty professional development hours per year for licensure renewal. Six of the thirty hours must be in the application of technology. The Professional Development Task Force recommended an increase in the number of professional development hours from 30 to 60 per year. To support changes in the renewal process, the Task Force also advocated for additional time for professional development to be provided during the school year and the cultivation of strong partnerships between schools and universities. Arkansas also supports ten Centers for Math and Science. To further reinforce professional development, requests for proposals were developed in content areas such as mathematics, science, special education, and foreign language. During the 2000-2001 year, 11 grants were awarded to universities, educational service cooperatives, and school districts. Data collection from these grants is underway.

Objective 7: Improvement of recruitment and retention strategies.

Addressing the widening gap between a pool of available competent and qualified teachers and the state's current need, Arkansas has focused on using additional creative strategies to attract, prepare, and retain highly competent teachers in high poverty urban and rural districts. The Teacher Recruitment and Retention Task Force and the Teacher Quality Enhancement Grant Council have developed strategies for recruiting that include middle and high schools, community colleges, recent college graduates, and mid-career changers through such programs as Teacher Cadets, Teachers of Tomorrow, Teach for America, and Troops to Teachers. A competitive request for proposals was developed with six grants funded during the 2000-2001 year. These grants address hard-to-staff schools in specific regions of the state or in specific content areas, as well recruiting future teachers. The Teachers of Tomorrow (TOT) recruitment grant links Arkansas with South Carolina. The TOT 2001 grant accessed the South Carolina Center for Teacher Recruitment curriculum and Teacher Cadet trainers in South Carolina. The "Teachers for the Delta" grant, as well as three others in this category, focused on recruiting future teachers for the middle school level and on providing scholarships to college students. The scholarships provided full tuition for fifty-two students at four universities for the spring and fall 2001 semesters. Juniors and seniors who received these scholarships agreed to teach in high-need schools.

Additional recruitment and retention strategies include providing compensation incentives in the form of scholarships that support dual certification for competent teachers interested in teaching high-need content areas such as mathematics, science, foreign language, and special education, as well as providing remuneration for teachers teaching in high-need areas. Additional recruitment strategies include providing amnesty for teachers with expired licenses and giving full salary and benefits plus full retirement salaries for retired teachers who wish to come back and teach. Eligible teachers who were previously licensed and who applied before September 12, 2001,

with a cleared criminal records' check, have been re-licensed. In addition, Arkansas sponsored the first statewide Teacher/ Administrator Job Fair in May of 2001 to help school districts recruit in hard-to-staff content and geographic areas.

The Arkansas legislature created two groups during the spring of 2001 legislative session. These groups, with broad-based representation, are to make recommendations to the legislature for improving the educational process and outcomes.

Florida

Florida created a K-20 Partnership Committee to focus on improving teacher quality by providing data-driven certification policies and processes. The Partnership proposes the following:

Objective 1: Design and implement a competency-based Alternative Teacher Certification Program with a mentoring component.

Development of the alternative certification program is underway. Five Florida school districts piloted three different models of alternative certification. One model offers on-line training in combination with field-based activities. A second model provides training using a face-to-face in-service delivery method. The third model is structured upon collaboration between the school district and a neighboring college that provides pre-assessment data and delivery of weekend training seminars. The K-20 Partnership Committee used information from these pilots to recommend program components, delivery, training, costs, and funding sources for the statewide program. Florida's competency-based alternative certification program will be provided to non-education majors who are hired to teach based upon their mastery of subject content. The program will include the following six components:

i. **A pre-work training period** is recommended after employment and prior to assuming classroom duties. The K-20 Partnership Committee is making recommendations concerning the content of the preliminary training component.
ii. **Collaborative Partnerships** between districts and other supporting agencies could include community colleges, universities, regional consortia, or Area Centers for Educational Excellence.
iii. **Peer mentors**. The K-20 Partnership Committee is recommending qualifications for mentors, as well as supportive roles and appropriate training for peer mentors.
iv. **Assessment**. The K-20 Partnership Committee is recommending considerations for the development of an assessment tool for both pre- and post-evaluation of the existing competencies and professional needs of each participating teacher.
v. **Content knowledge** that is aligned to state board requirements and the Educator Accomplished Practices are required.
vi. **A passing score on the professional education competency examination**. Florida is in the process of developing new certification examinations that are aligned with the Florida Sunshine State Standards for students. A new test of professional knowledge is included in the test development and will be used as one measure of successful completion of the alternative certification program.

Objective 2: Design and implement state and institutional teacher preparation report cards.

To facilitate efficiency in communicating and reporting data within, between, and among entities, an integrated interagency database system is being developed. This system will enable the state to use institutional and certificate-holder data for the Title II National Report Card and for Florida's state institutional report.

Objective 3: Conduct a longitudinal study about the effectiveness of certificate holders from various routes using student outcomes.

The certification database is being revised with codes that identify all routes for certification. This database will enable Florida to conduct a longitudinal study on the effectiveness of educators coming through different routes and experiencing different training: graduates from state-approved teacher education institutions, graduates of alternative route programs, National Board certificate holders, and educators coming from other states. Using student achievement data, effectiveness will be compared across these various certification routes.

Georgia

Georgia's P-16 Initiative created a *Plan for Having a Qualified Teacher in Every Public School Classroom by 2006*. This plan addresses two goals:

Objective 1: Improve the quality of teaching in Georgia through comprehensive and integrative changes in teacher recruitment, teacher preparation, teacher standards, teacher professional development, and teacher retention.

Objective 2: Improve student achievement in Georgia's schools through improving the quality of teaching.

To accomplish these goals, specific objectives have been developed. Those objectives include:

- Plans to Reduce Shortage and Turn-Over of Qualified Teachers
  - i. Balance teacher supply and demand in all subject fields, grade levels, and geographic regions of the state.
  - ii. Decrease teacher attrition during the first three years of teaching.
  - iii. End out-of-field teaching in all subject fields and grade levels.

- Reform of State Certification Requirements
  - iv. Change certification standards to require new teachers and current teachers to demonstrate success in bringing students from diverse groups to high levels of learning.

- Accountability for the Preparation of Teachers by Higher Education and the Schools
  - v. Raise admission requirements for teacher preparation programs.
  - vi. Strengthen the content knowledge requirements for new teachers of all subject fields and grade levels.
  - vii. Focus teacher professional development and graduate degrees for teachers more directly on content knowledge and practices that improve student learning in schools.
  - viii. Increase accountability for quality teaching and student achievement.

Work at the state level has built upon the efforts of the Georgia State Department of Education, the State Board of Education, the Professional Standards Commission, the University System of Georgia, the Office of School Readiness, and the Georgia Partnership for Excellence in Education, which have been collaborating throughout the 1990s. In May of 2001, the Georgia Pre-School through Post-Secondary Education (P-16) Council was reconstituted as the Education Coordinating Council (ECC). The ECC is chaired by Governor Roy Barnes and includes the chief executive officers and board chairs of all the state education agencies, pre-school through college. Each state education agency designated one individual to provide staff support to the ECC.

Principal partners in implementing Georgia's plan include the Governor, the Office of School Readiness, the Department of Education, the Professional Standards Commission, the University System of Georgia, the Georgia Partnership for Excellence in Education, the Georgia Educator Workforce Research and Development Division, and the Georgia Teacher Center.

To achieve the objective of balancing supply and demand, four strategies have been employed. A new Georgia Educator Workforce Research and Development Division (EWRAD), formerly the Georgia Teaching Force Center, was created. EWRAD is charged with gathering baseline data and providing forecasts on teacher supply and demand issues. The University System developed Academies for Future Teachers with selected two- and four-year institutions that target honors students, students in regions where teacher shortages exist, and minority students. A Business to Teaching Program focuses on subject fields and geographic locations where teacher shortages exist. These initiatives were implemented in 2000. Finally, the Department of Education and the Office of School Readiness will pilot programs that examine the effects of using stipends for teachers who work in shortage areas. By 2006, Georgia seeks to reduce the gap between supply and demand by 100 percent.

To decrease teacher attrition, the Council recommended the development of a new policy that addresses conditions to support teacher success and measurement of the efficacy of those conditions on the State Report Card. Additionally, the Office of School Readiness, the Professional Standards Commission, and the University System are developing an induction program that includes a two-year mentoring program. This program will be implemented for all first year teachers by 2002. Finally, the Board of Regents implemented new requirements for administrator preparation programs so new leaders can create environments that are participatory, instructionally oriented, collaborative with school communities, and safe and orderly. The expected results for these efforts include a 60 percent reduction of teacher attrition by 2006.

To address out-of-field teaching, the Council recommended two policy changes and three process strategies. The policy changes include a minimum of a two-year degree for lead teachers of pre-K children and a strengthening of content preparation for classroom teachers. To further support out-of-field concerns, courses will be provided for teachers who have had less than fifteen semester hours in a subject they are currently teaching. Changes in middle school certification requirements will be phased-in. By 2006, teachers will be required to have a minimum of fifteen semester hours in each subject taught. Finally, the Georgia Partnership for Excellence in Education will host focus groups and forums for districts identified as high-need. These forums will encourage strategies and solutions for ensuring qualified teachers in classrooms.

To address changes in certification, the Professional Standards Commission examined admission and licensing requirements at the pre-service, induction, and in-service levels. To raise admission requirements in teacher preparation, two policies were implemented. The Professional Standards Commission raised the cut scores for PRAXIS I, and the Board of Regents' 1998 requirement for admissions was implemented. Additionally, the Professional Standards Commission will

adopt new standards for early childhood, middle grades, and leadership. PRAXIS II cut scores will be raised by 2002. Beginning teachers must demonstrate a successful induction year through competencies on the PRAXIS III. To be re-licensed, teachers must complete coursework in their subject area and provide documentation of proven performance with students. Mentors who work with student teachers and first year teachers must have a Teacher Support Specialist Certificate, which will be based on teacher performance and district recommendation. A self and peer assessment related to specific mentor teaching competencies will also be needed.

In strengthening content knowledge for new teachers, the Board of Regents redesigned content policy to include collaboration between arts and sciences faculty, colleges of education, and partner schools to ensure the following:

- P-5: At least two 12-15 semester hour concentrations, one in reading and one in mathematics;
- 4-8: At least two 12-15 semester hour concentrations beyond the college general studies in English, mathematics, science, and social studies, with at least 9 non-pedagogy hours taught by arts and sciences faculty at the junior and senior levels;
- 7-12: A major in the arts and sciences for each subject taught or, for certification in science and social studies, a major in one field and at least a 12-15 semester hour concentration beyond the general studies, with at least 9 non-pedagogy hours taught by arts and sciences faculty at the junior and senior levels; and
- Exit standards that include content, technology, classroom management, and instructional pedagogy competency.

PRAXIS II cut scores are incrementally increasing. Candidates who experience difficulty with these new cut scores will be provided technical support through Learning Plus (for PRAXIS I), which are student seminars.

To address professional development and graduate programs, seven strategies have been employed – four in K-12 professional development and three in higher education. Since local school districts already develop professional development plans, the Department of Education revised the policy regarding those plans to tie them not only to school improvement but also to improved student achievement. Incentives will be offered to schools who develop these aligned plans and, through the Next Generation Schools Project, $100,000 will be awarded to each of the ten schools that best exemplify these characteristics. Targeted assistance to low-performing schools will also be provided.

Graduate programs in teacher education aligned their outcomes to the five core propositions of the National Board for Professional Teaching Standards. Public universities that prepare teachers must also collaborate in the development of partner schools; these institutions will have support from the Georgia P-16 Network. Public teacher education institutions must provide professional development and mentoring support to teacher graduates during their induction period (first two years) beginning in 2004.

Finally, new legislation has been passed that will address increased accountability for quality teaching and improved student achievement. This legislation also focuses on school conditions that must exist to promote teacher success. The Board of Regents requires that all Georgia public institutions "guarantee" their teacher candidates are prepared to demonstrate success in moving students from diverse groups to high levels of learning. A State Report Card on the Quality of the Teaching Force will be published.

Kentucky

Kentucky defined three goals for their teacher quality enhancement:

Objective 1: Create a new teacher assessment and support system.

Objective 2: Develop a Kentucky Teacher Academy System.

Objective 3: Create a teacher supply, demand, and quality data system.

Although Kentucky did not receive Title II monies, it has made progress in areas related to new and experienced teacher assessment and support, teacher preparation, and certification. Since 1985, the Kentucky Teacher Internship Program (KTIP) has supported new teachers through a mentoring committee. This committee includes the principal, a resource teacher, and a teacher educator from a college or university that is assigned to each new teacher. The committee meets with the new teacher four times annually and completes individual observations. Additionally, the resource teacher spends fifty hours of out-of-class time with the new teacher. The resource teacher receives a stipend of $1,400. The new teacher must complete the teacher preparation tests and the KTIP to receive a professional certificate. New Teacher Standards for Preparation and Certification have been benchmarked to provide more detailed information concerning novice strengths and improvement needs. These benchmarks will be implemented during the 2001-2002 year. Experienced Teacher Standards are to be benchmarked for use in evaluation. Web training will be available in 2002.

Regarding teacher preparation, the Kentucky Educator Preparation Program State Report Card was released in

September of 2001. This reporting system includes quality measures of educator preparation at each institution of higher education that are input and output measures. PRAXIS II scores and internship results are included. Student and employer satisfaction surveys will be included in 2002. NCATE 2000 performance-based national standards have also been adopted.

Improved recruitment of new teachers has been addressed through the development of a teacher recruitment and retention plan, created by the Department of Education, representatives of the Education Professional Standards Board, the Council on Postsecondary Education, the Kentucky Higher Education Assistance Authority, the Association of Independent Kentucky Colleges and Universities, public and private not-for-profit postsecondary institutions, and local educational agencies. The plan will encourage different audiences to consider teaching as a profession and include early recruitment initiatives in middle and high school, recruitment programs for paraprofessionals and nontraditional students, recruitment of liberal arts and science majors, and a focus on mid-career changers. An electronic bulletin board will house vacancies in local school districts.

Additionally, recruitment will be enhanced through the examination of certification systems. Six new alternative route preparation programs have been approved at Kentucky institutions. Applications from college faculty, veterans, and persons with exceptional work experiences are increasing. Regulations have been amended to allow more flexibility for obtaining additional certifications and to assist districts with training opportunities for emergency and probationary teachers.

Kentucky has also supported teacher development through professional development and teacher compensation strategies. Senate Bill 77 strengthens professional development by focusing on high quality professional development in content areas. Between 2000 and 2004, SB 77 targets middle school teachers. SB 77 also:

- Allows teachers to receive tuition reimbursements for university courses, teacher institutes, and other professional development activities;
- Creates the Center for Middle School Academic Achievement;
- Aligns evaluation and professional development;
- Requires the Education Professional Standards Board to define out-of-field teaching and requires the State Board to identify the number of teachers teaching out-of-field;
- Provides tuition free classes for supervising teachers and resource teachers;
- Requires the establishment of an electronic bulletin board for providing information about professional development opportunities;
- Requires the establishment of teacher academies to address core discipline areas; and
- Enables districts to provide additional compensation for mentors, teaching partners, and professional development leaders addressing core discipline areas.

Regarding compensation, the Cooperating Teacher Payment Program has a focus on National Board certification. Initially launched in 2000-2001, the Cooperating Teacher Payment Program pays $300 to supervising teachers of student teachers. The National Board Certification Incentive Program supports the expansion of the number of National Board Certified teachers. In 2000-2001, 128 teachers participated as candidates in the process. More than 300 are expected to participate this year. Currently, Kentucky has 75 NBCTs. The legislature has a goal of one NB certified teacher per school by 2020. Kentucky is also examining ways to increase teacher salaries by using the talents of outstanding teachers to mentor and coach others part time, including mentoring new and experienced teachers who are having classroom difficulties, as well as those who work in schools that need instructional support. Recommendations have been made to provide districts with funds for developing and implementing compensation plans that address their workforce needs.

Regarding data collection, Kentucky commissioned an attrition study, which was due in the fall of 2001. Further projects include a focus on the impact of emergency and probationary certified special education teachers, and the efficacy of middle school preparation programs. A Local Educator Assignment Data reporting system was implemented to replace the old paper and file reporting system.

Louisiana

Louisiana had three priorities for its original Title II proposal:

- To create a comprehensive statewide system linking teacher and student standards;
- To strengthen the quality of teacher preparation; and
- To create a new rigorous teacher licensure system linking K-12 and higher education reform.

A thirty-one member Blue Ribbon Commission (www.doe.state.la.us/blueribbon/Index.html) provided comprehensive recommendations in the following four areas: Creation of Coordinated Partnerships, Recruitment of Teacher Candidates and Certified Teachers, Preparation of Quality Teachers, and Creation of Essential Conditions and Environment. The Commission made the following recommendations, which are the focus for the Title II reform:

Objective 1: The Creation of Coordinated Partnerships.

Collaborations across PK-16 entities are seeking the following outcomes:

- 100 percent participation from Louisiana universities in the professional development schools model using NCATE standards, and
- 100 percent of the partner schools meeting their growth targets for the Teacher Preparation Accountability System and the PK-12 School Accountability System.

To support collaboration, four separate entities have been established: a PK-16 Council chaired by university presidents or chancellors with district, university, and community leadership involvement to focus on seamless communication; a Teacher Preparation Redesign Committee comprised of arts and science and school of education faculty to align the university curriculum with core knowledge for teachers; a Blue Ribbon Professional Development Schools committee to create innovative partnerships; and a PK-16 Consortia to examine the core knowledge and skills needed to be a successful practitioner. Currently, PK-16 Coordinators have been placed at each university campus to support the redesign efforts underway.

University faculty are encouraged to take the PRAXIS examination in their field at no cost. While Louisiana had no professional development schools prior to 1999, eight schools now participate in a professional development school model at the University of Louisiana at Lafayette. In March of 2001, Louisiana hosted its first Professional Development Schools Conference. All nineteen universities participated and sent teams representing districts and universities.

Objective 2: Recruitment of Teacher Candidates and Certified Teachers.

Louisiana has also sought to recruit qualified prospective teachers, by its goal of increasing the statewide total number of certified teachers from 87 percent to 94 percent. To accomplish this goal, Louisiana redesigned its alternative certification program, developed an electronic recruitment center, initiated a teacher cadet program in high schools, provided scholarships and bonuses for candidates interested in the teaching profession, provided PRAXIS assistance for uncertified teachers, reorganized the certification process, and streamlined their out-of-state reciprocity process.

The recruitment initiative has been supported by the Teacher Cadet Program and by the development of Teach Louisiana, an electronic recruitment center. The Teacher Cadet Program is to be launched in high schools to encourage juniors and seniors to enter the teaching profession. The website (www.teachlouisiana.net) provides teachers or prospective teachers with information about teaching in Louisiana, including specific district openings.

A Practitioner's Teacher Program has been established to support a newly redesigned alternative route. A Request for Proposals was initiated for providers to develop and implement a planned program for candidates seeking certification through alternative routes. Nine providers were approved, including five public universities, two private universities, and two private providers. Those providers must ensure that candidates seeking admission to and completing the program meet very specific criteria that include:

- A baccalaureate degree from a regionally accredited university,
- A 2.5 GPA,
- Passing the PPST components of PRAXIS,
- Passing PRAXIS exam in the appropriate content area,
- Passing the PRAXIS Principles of Learning and Teaching examination, and
- Passing the Louisiana Teacher Assistance and Assessment Program.

The program was launched in the summer of 2001 with 417 participants. An additional $400,000 has been appropriated to support this initiative and an additional $2.1 million to support alternative certification.

Objective 3: Preparation of Quality Teachers.

The third major recommendation from the Blue Ribbon Task Force involves teacher preparation, with a focus that all universities receive a "Quality" rating by 2004-2005 on the Teacher Preparation Accountability System. While no Title II funds have been expended to accomplish this initiative, actions involve:

- Restructuring of the current certification structure,
- Developing an accountability system for universities,
- Creating a technology infrastructure to support technology integration,
- Aligning university curriculum to address what districts expect teacher candidates to know and be able to do, and
- Focusing on faculty involvement in K-12.

The State Board of Education recently adopted a new certification model that is more content focused and adds a middle school area. Prior to this new system, Louisiana had two areas of certification: 1-8 and 7-12. Those certification areas were focused more on pedagogy and less on content. The new areas include PK-3, 1-6, 4-8, and 7-12. The areas

address appropriate content for the specific range. The 4-8 certification requires preparation in two content areas; the 7-12 certification requires a primary and secondary content area.

The state recently launched a new accountability model. One indicator on that model includes the percent of uncertified candidates in districts and the percent of uncertified teachers in low-performing schools. As a result, additional impetus has been placed on providing districts with higher quality paths for non-traditional candidates to explore in getting their certification. In 1999-2000, approximately 14 percent of the teaching population was non-certified.

Objective 4: Creation of Essential Conditions and Environments.

The fourth area for improving teacher quality addresses working conditions for beginning and experienced teachers, with movement to improve retention of teachers from 75 to 85 percent after the first three years. Actions to address this area include increasing monetary incentives for teachers, examining current funding structures and seeking other funding sources, focusing on new teacher induction, investigating district retention of teachers, developing a new data system, recruiting and preparing new principals, and providing comprehensive professional and leadership development.

Louisiana teachers made $2,936 less than other teachers in the Southeast; however, the state has agreed to a salary structure that raises the average teacher to the SREB average for southern states by 2004-2005. Other pay incentives include the elevation of numbers in both masters degree programs and the National Board for Professional Teaching Standards, with additional bonuses in both cases. Candidates interested in National Board certification will benefit from mentor support, quarterly regional meetings, and reimbursement for the application fees. A $5,000 annual stipend will be awarded for candidates who become certified. Prior to 1998, Louisiana had eight NBCTs. In November of 2000, 41 had successfully completed the certification process. Forty-three more completed the certification process last year. The number of participating school districts has increased from 20 to 66.

Other initiatives for improving teacher quality focus on supporting beginning teachers. By statute, Louisiana has the Louisiana Teacher Assistance and Assessment Program, a program of assistance and assessment for beginning teachers. This program, open to both public and private K-12 schools, included mentor support and an assessment model that was applied in the first year. The program has been expanded and now includes two-year mentor support with assessment provided in year two. This change allows first year teachers to focus on learning with mentor support during the critical first year. Mentors are paid $400 annually. Support for beginning teachers has been accomplished by the implementation of a district induction plan for beginning teachers, development of a new data system, and professional development for university faculty and new teachers.

Twelve districts are developing and implementing model induction programs for beginning teachers. These induction programs include the extension of the induction period from two to three years, mentor support for the three-year period, and the addition of formal training using materials such as those developed by Harry Wong. These districts shared their models with other districts in the state in the summer of 2001.

The certification system and other databases were upgraded and developed into a new data system that is more flexible and user friendly. This data system, completed in the 2000-2001 school year, enables department officials to run queries on important issues such as teacher retention, teacher quality, and teacher recruitment.

Mississippi

Mississippi defined five goals for teacher quality enhancement:

Objective 1: Redesign state teacher license and certification requirements in light of student curriculum and assessments.

Objective 2: Develop innovative ways to hold higher education accountable for preparing teachers with appropriate knowledge and skills.

Objective 3: Establish innovative ways to reduce teacher shortages, especially in high poverty and rural areas.

Objective 4: Improve teacher accountability through performance-based compensation.

Objective 5: Enhance professional development for teachers linked to curricular and accountability issues related to ending social promotion.

Although Mississippi did not receive Title II monies, it has moved forward in a number of related areas that support the original goals. The Mississippi legislature adopted a new accountability and support system in 1999. New criterion referenced testing is being used for grades 3-8, with informal assessments at the K-2 level. The new accountability model provides schools with specific data about classroom performance that is aligned to the state's curriculum frameworks. The Department of Education, as well as universities, provide training in content-specific areas.

To support induction, a new mentoring program is being developed and should be ready for distribution in spring of

2002. In collaboration with ACTV, Inc., an interactive technology design group out of New York, this new multi-platform program combines video and on-line instruction.

In 1998, Jim Barksdale donated $100 million to improve reading in Mississippi. The Barksdale Institute, now in its third year, provides literacy assessment and instructional strategies through training and support materials. The goal is to bring all Mississippi children to grade level by the 3rd grade.

The Mississippi Critical Teacher Shortage Act continues to recruit teachers into hard-to-staff districts. The incentives include relocation funds, training and support, and a fully compensated masters or educational specialist degree. Since 1998, 200 teachers have participated in the program and now teach in critical shortage districts. Of those participating in this program, Mississippi has only a 1.1 percent attrition rate.

Mississippi State University and Alcorn State University received Title II funds to develop, infuse, and embed problem-based learning into departments of education, with a goal of impacting teacher and leader quality. This project, called ACHIEVE Mississippi, has trained faculty from teacher education, faculty from arts and sciences, and K-12 mentor teachers.

The Mississippi Department of Education contracted the Appalachian Regional Laboratory to develop a series of assessment instruments to assist schools in diagnosing key elements for focused school reform. These instruments, which will be accompanied by training and support, will be compulsory in priority (low-performing) schools.

Discussions are underway with leadership from the Community Colleges System, Institution of Higher Learning, and the Department of Education to form a PK-20 council.

North Carolina

North Carolina defined four goals for its teacher quality enhancement grant:

Objective 1: Implement at scale the new Performance-Based Licensure requirement for initially licensed teachers by developing a highly qualified cadre of teachers trained in portfolio assessment and by providing appropriate mentoring for beginning teachers as they prepare to meet the new licensing requirement.

The state's performance-based licensure (PBL) system requires beginning teachers to develop a product – a portfolio – that demonstrates teaching knowledge and skills. Aligned to INTASC standards, this product is typically completed in the second year of teaching. Two trained assessors review the products. Their review provides the basis for converting from an initial to a continuing license.

Ten teachers-on-loan from their respective school systems to the North Carolina Department of Public Instruction (DPI) continue to serve as Regional PBL Field-based Coordinators. These individuals have conducted numerous training sessions for PBL product assessors, beginning teachers, and mentor teachers. During the 2000-2001 school year, 3,293 individuals completed product assessor training; 8,562 beginning teachers and 4,014 mentor teachers participated in workshops designed to introduce them to the Performance-Based Licensure Program; 2,410 teachers participated in reflective writing workshops; 2,531 teachers participated in training on the INTASC Standards; and 8,668 teachers participated in other training sessions related to supporting the development of beginning teachers. The evaluations of the workshops have been positive and additional workshops and training sessions were scheduled for the 2001-2002 school year.

In June of 2001, approximately 3,900 second-year teachers submitted their PBL products. Over 400 product assessors evaluated these products during a five-week period. Significant progress has been made on the development of the technological infrastructure that supports the scoring of products and the reporting of results to beginning teachers and school systems. The scoring components of the web-based system were used in summer of 2001. The components, which allow local school systems to enter a candidate's portfolio directly into the system and the PBL coordinators to manage the scheduling of assessors and products, are nearing completion.

Objective 2: To conduct a comprehensive alignment of student and teacher standards and enlist expertise of arts, sciences, and education faculty, National Board Certified teachers, and representatives from business and industry in developing recommendations, pre-service instructional modules, and related professional development activities to better prepare North Carolina teachers to support students from all backgrounds in meeting North Carolina's new student accountability standards.

During the 2001-2002 school year, nine standards alignment panels drafted revised program approval standards for teacher education programs. The panels focused on birth-kindergarten, elementary education, middle grades education, theater arts education, visual arts education, music education, dance education, physical education, and technology. Each panel included teacher education faculty, DPI curriculum specialists, and public school practitioners. As appropriate, arts and science faculty were included on the panels. The panels reviewed current North Carolina student and teacher standards for their specific focus area as well as standards adopted by appropriate learned societies and professional organizations, e.g., the

National Association for Education of Young Children (NAEYC) and the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). The draft documents were posted on the DPI website and distributed for comment.

Objective 3: To develop a new program, Coach2Coach, that enlists National Board Certified teachers as Clinical Faculty within The University of North Carolina's 15 teacher preparation programs to organize and provide systematic, professional, statewide support to North Carolina's 11,000 teachers annually who mentor new teachers or supervise pre-service student interns.

Each of the public universities was invited to identify a public school teacher to serve as its Coach2Coach clinical faculty member. Ten of the 15 institutions were able to do so; four of the ten institutions identified and employed two each. Two additional teachers were named as strand coordinators. The remaining five institutions attempted throughout the year to identify Coach2Coach faculty, but were unable to do so because of the reluctance of school systems to loan master teachers in this time of critical teacher shortage.

The sixteen Coach2Coach teachers developed and implemented training for mentor teachers. During the 2000-2001 school year, 4,878 pre-service teachers and university faculty and 13,617 in-service teachers participated in sessions conducted by the Coach2Coach teachers. Topics covered in these sessions included coaching techniques, cognitive coaching, stress management, cycles of supervision, active listening, classroom management, PBL, problem solving, reflective practice, and new teacher orientation.

The Coach2Coach teachers developed an extensive, 14-volume set of training materials for mentor teachers. The materials focus on the ten INTASC Standards as well as stress management, conferencing with parents, organizational skills, and portfolio development. These materials can be found on the DPI website.

The Coach2Coach teachers planned and hosted a statewide mentoring conference, in which approximately 200 teachers participated. The evaluations were most positive and a second conference was being planned for the 2001-2002 school year. The Coach2Coach teachers developed a planned program of services for the 2001-2002 school year. The catalog of services has been printed and is being distributed to local school systems.

Objective 4: To implement a streamlined, high-quality statewide alternative licensure network with particular emphasis on recruiting lateral entry teachers from underrepresented populations and in high-need areas.

The first cohort of NC TEACH participants completed their first year of teaching and academic year support component of the program; eighty percent of them returned to teach in North Carolina for a second year. The second cohort of program participants completed the summer pre-employment experience and entered classrooms as teachers this past fall. Both the number of individuals applying to the program and the number of individuals actually enrolling in the program increased significantly since last year. During the first year, 237 completed applications were received and 124 students enrolled. During the second year, 368 completed applications were received and 212 individuals attended the orientation session. Sixteen percent of the first cohort was minority; 21 percent of the second cohort is minority.

The 3,000 plus pages of NC TEACH core curriculum have been revised and efforts are underway to make the courses available on-line. NC TEACH host sites are being expanded from six to nine for Cohort III. To date, over 200 applications have been received for the 2002-2003 Cohort III. The website (ncteach.ga.unc.edu) continues to be updated. The program has been widely publicized through reports in newspapers throughout the state, advertisements in newspapers, meetings with superintendents and personnel administrators, and the dissemination of brochures describing the program. Site coordinators routinely meet with the program director.

North Carolina received supplemental funding to support the continued work of the Teacher Quality Committee and activities to promote better communication and more genuine regional collaboration between PK-12 and higher education. The funding is being used to support regional collaboratives of Local Education Agencies (LEAs) and IHEs.

South Carolina

The South Carolina Governor's Commission on Teacher Quality was created to oversee the implementation of teacher quality efforts around six objectives:

Objective 1: Create a South Carolina's Governor's School for Excellence in Teaching to develop training programs and processes that focus on curriculum standards integration, mentoring, and support for National Board candidates by:

- Training 500 PK-16 educators per year in standards integration;
- Training 75 educators per year in mentoring by disseminating ideas, research and best practices through a plan for a mentoring program;
- Improving accelerated (alternative) certification programs by providing one-day training for 75 mentors per year for critical needs certification participants;

- Providing support seminars for teachers seeking National Board certification status.

South Carolina has made progress through the South Carolina Governor's School for Excellence in Teaching, which was established in 1999. The Governor's School has succeeded in program development and delivery, best practices dissemination, alternative certification support, and improved clinical experiences for pre-service teachers. In developing and delivering training programs for curriculum integration, National Board certification, and mentoring, the Governor's School has accomplished the following:

Curriculum Integration: During the summer of 2000, Winthrop University and Columbia College organized seminars on how to integrate the state's standards for math, science, social studies and reading/language arts into the curriculum. During this time, seventy-five teachers were trained. These educators took their new learning back to their respective home school districts to disseminate. During the summer of 2001, six one-week sessions at Furman University, Columbia College, Benedict College, and Winthrop University trained 250 teachers to further the standards work. The Division of Teacher Quality at the South Carolina Department of Education developed a website for disseminating ideas, research, and best practices and placed program material from the Governor's School for Excellence in Teaching. The website (www.scteachers.org) contains a calendar of events and approximately fifteen lesson plans that were developed during the summer of 2000 by South Carolina teachers participating in the Governor's School for Excellence in Teaching training programs for standards integration. Additional lesson plans developed by participants in the summer of 2001 will be added to the website in February.

National Board Certification Seminars: Two two-day seminars were held during the summer of 2001 to give instruction and support to teachers who plan to submit their applications for board certification. Over 400 teachers applied for the 160 slots allocated for this experience. A number of participants sent letters expressing their gratitude for this seminar. Board certified staff members from the South Carolina Center for Teacher Recruitment conducted the seminars with assistance from NBCTs from around the state. In addition, the Board Certification Network of South Carolina Educators held meetings for 64 facilitators in April, May, and August of 2001. These facilitators also provide support for candidates throughout the process. By November of 2000, 361 South Carolina teachers had successfully completed the National Board certification process. This number increased from 35, an increase of 850 percent. In 2001, another 928 new National Board teachers were certified. Once candidates are certified, the state remunerates their efforts by paying $7,500 for the life of the certificate. In addition, some districts pay up to $6,000 to National Board Certified teachers.

Mentoring: Training in cognitive coaching was held during June of 2001 for forty teachers and administrators who will train others to become mentors. The cognitive coaching training, created by Robert Garmston and Art Costa, provided skills needed to mentor beginning and veteran teachers. In July of 2001, each district was invited to send four individuals to be trained in other mentoring techniques. Surveys will be used to define what difference this training makes for mentors and beginning teachers. Also, retention and attrition data will be tracked from the report card data, which districts submit annually.

To improve support for accelerated (alternative) certification programs, a new coordinator was hired in January of 2001 to work with the Division of Teacher Quality. Funds are being sought to expand the State's alternative certification program to produce as many as 2,000 teachers annually. Seventy-five mentors will receive a one-day training session to ensure that they have the knowledge to support their protégés. The training will address the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) evaluation system and Program for Alternative Certification for Educators (PACE) responsibilities.

Objective 2: Ensure that all teacher candidates have strong content knowledge, can teach that content to all students, and can measure and assess how well students learn.

South Carolina is addressing reform in teacher preparation by examining the content of the curriculum. Higher education reform will be accomplished through:

- Redesigning and aligning requirements and assessments within teacher education by providing standards-based information for all IHEs in the state, by developing action plans to address identified needs of colleges and universities, and by implementing a standards-based curriculum; and
- Implementing a performance-based accreditation system by aligning program approval standards with NCATE standards.

Dr. Bill Thompson, a renowned expert in standards-based instructional delivery, worked with college committees on the redesign of their curriculum. One-day workshops during the school year and a week-long institute were held to assist colleges in their work. Twenty-one institutions are receiving grant monies to align and redesign college curriculum with P-12 standards in the four core subjects. The Division of Teacher Quality and Winthrop University sponsored a one-day conference in September of 2001, during which national consultants worked with 200 teacher educators to address performance assessment. Faculty in teacher education and arts and sciences are provided the opportunity to take the PRAXIS

examinations at no cost. To date, seven professors have taken the exam. A survey has been created and circulated to this group; feedback will be compiled and reported. A committee of higher education and state representatives adopted NCATE 2000 standards for accreditation purposes and is refining the program approval processes for those institutions that chose not to be NCATE accredited.

In addition, current South Carolina teachers teaching out of their field of preparation will be reduced to 700. The goal of reducing out-of-field permits to 700 from 1000 has not yet been achieved. While it appears that the number of out-of-field permits is increasing, the criteria for arriving at this number has changed. South Carolina is currently counting every teacher who is teaching one or more classes in an out-of-field area. In the past, only those teachers who were teaching 50 percent or more of their time were included in this number.

Objective 3: Strengthen the clinical experiences of pre-service teachers.

To strengthen the clinical experiences of pre-service teachers, South Carolina has sought to increase the number of Professional Development Schools, especially in middle and high schools, and generate funding for clinical models of teacher education. A Request for Proposals has been generated using NCATE's PDS standards. Fourteen IHEs sponsoring 31 LEA sites have been awarded grant monies to initiate their partnerships. The University of South Carolina is conducting a PDS Leadership Academy and is providing on-going support to the 14 institutions.

Pre-service teacher experiences will be improved by:

- Supporting more IHEs and LEAs in establishing Professional Development Schools by increasing the number of new PDS sites and by increasing the number of middle and secondary partnerships; and
- Developing funding for clinical models of teacher education.

The number of partnerships at the beginning and developing level is:

	Beginning	Developing
16 Elementary	9	5
7 Middle	4	3
7 Secondary	7	0

The South Carolina School for the Deaf and Blind has a partnership with two IHEs.

The development of funding to get professional development schools to achieve "at standard" has been slow. There are very few schools that have met, or will meet, this goal in the three-year period of this grant. The four colleges and universities that host the Governor's School for Excellence in Teaching utilize undergraduate and graduate students as assistants. These students have the opportunity to observe veteran teachers and observe the standards integrated into the PK-12 curriculum.

Objective 4: Develop a performance-based certification system aligned with the ADEPT evaluation system, an INTASC portfolio, and National Board certification.

The new certification system will:

- Use newly developed teaching standards, requiring teacher education institutions to provide evidence of teacher competence prior to certification;
- Increase the number of NBCTs from 15 to 45 over a three-year period;
- Eliminate back-door approaches into teaching; and
- Develop a master teacher certification program.

Currently, there are 1,290 NBCTs in South Carolina. South Carolina recently established a new goal of 5,000 National Board Certified teachers by 2005.

South Carolina has a state board regulation that mandates performance-based certification by July 1, 2003. Achieving this mandate will require collaboration at all levels.

The state's Title II Institutional and State Report Cards will provide baseline data on the success of pre-service experiences. The data for the Institutional Report Card was submitted in April of 2001 and was published in October of 2001. Data will be used on the state's performance-based accreditation system and the new program folio standards.

Objective 5: Revise the re-certification system to allow more flexibility and require more accountability.

Policy to change the current re-certification system is awaiting legislative action. This policy will focus on demonstration of knowledge and skills rather than on years of experience. The Milken Family Foundation's Teacher Advancement Program has been identified as a differentiated pay model for rewarding teacher expertise. Piloted in Arizona during the 2000-2001 school year, six South Carolina schools submitted proposals and were accepted for the 2001-2002 school year. The State Department of Education earmarked $500,000 of its 2001-2002 budget to support this initiative.

Objective 6: Work with the South Carolina Commission on Teacher Quality.

The senior director of the Division of Teacher Quality also serves as the director of the Commission on Teacher Quality. The Commission has deliberated and assisted in making decisions on each aspect of the Title II grant activities. Their recommendations resulted in the passage of the Teacher Quality Act of 2000 (Senate Bill 1111). The Commission recently changed its name to the Commission on Educator Quality and will begin looking at issues that effect administrators and other educators. The Commission was scheduled to issue a second report focusing on the work accomplished by the grant in November of 2001.

Tennessee

Tennessee identified six priorities to address teacher quality:

Objective 1: Improve field-based experiences of teacher candidates by promoting the establishment of professional development schools.

The University of Memphis, the University of Tennessee at Knoxville, and the University of Tennessee at Chattanooga have well-established and successful PDS partnerships. These institutions have prepared guidelines and preparation materials for seven additional IHEs to begin PDS relationships. Full implementation is scheduled for year three of the Title II grant (2001-2002). The University of Memphis is conducting follow-up studies with program completers from across the state to determine the effects of mentoring and PDS participation on job satisfaction and teacher retention.

Objective 2: Build performance-based education and portfolio assessment into teacher-preparation programs by aligning pre-service and in-service expectations and by training administrators, teachers, and university faculty on the new teacher evaluation instrument.

Framework for Evaluation and Professional Growth is the state's new standard-based teacher assessment and development instrument and is aligned to INTASC standards. Training has been, and continues to be, delivered to administrators and university faculty. During the 2001-2002 school year, additional IHE faculty will be trained. In year three of the grant, the alignment of these standards to preservice programs will be examined.

Objective 3: Develop and implement a strong beginning teacher mentoring program.

Last year, Tennessee developed and launched a mentor training program to prepare mentors to support beginning teachers. In year one, 154 participants were trained as mentors. Tennessee plans to increase the pool of trained mentors to 800 this year. The governor's proposal was to pay mentors $1,200 for the first novice teacher they mentor, and $800 for a second new teacher. The proposal passed, but was not funded. During the 2001-2002 school year, the Title II grant will pay trained mentors a flat rate of $700 for mentoring activities completed (regardless of the number of novice teachers). The State of Tennessee will "certify" mentors who have been trained by either the Vanderbilt Model or that prepared by the University of Tennessee at Knoxville.

Objective 4: Redesign the state's professional development programs and build capacity in local schools through alignment to NCREL professional development standards.

Tennessee has worked with AEL and NSDC to identify standards that address local school professional development planning. AEL provided to the State of Tennessee (through NCREL) training "toolkits" to use in the standards training and in the alignment of professional development planning. Nine school systems participated in a pilot program that included training with these materials, and the development of building-level professional development plans aligned to school improvement planning. Twenty-nine school-based teams consisting of 85 participants were trained during the 2000-2001 school year. This year, the training will be expanded to reach 150 school sites.

Objective 5: Improve the efficiency and accessibility of the state's alternative licensing program by examining current guidelines; and

Objective 6: Make the process of transferring licenses from other states more efficient.

Tennessee is seeking to increase its pool of highly qualified teacher candidates by examining the processes of alternative certification and out-of-state reciprocity. Currently, Tennessee has five provisional or alternative certificates. Streamlining is underway and the process for creating guidelines for obtaining an alternative license is forthcoming (2001-2002). Furthermore, the National Association of State Directors of Teacher Education and Certification (NASDTEC) standards for reciprocity are being examined for adoption.

APPENDIX B: ONLINE RESOURCES

The following are on-line resources that describe teacher quality initiatives or provide additional connections to important teacher quality links.

State Department of Education Sites

Alabama:	**www.alsde.edu**
Arkansas:	**arkedu.state.ar.us**
Florida:	**www.firn.edu/doe**
Georgia:	**www.doe.k12.ga.us**
Kentucky:	**www.kde.state.ky.us**
Louisiana:	**www.doe.state.la.us**
Mississippi:	**www.mde.k12.ms.us**
North Carolina:	**www.dpi.state.nc.us**
South Carolina:	**www.sde.state.sc.us** or **myscschools.com**
Tennessee:	**www.state.tn.us/education**

Other State Specific Sites

www.aplusala.org
Provides information for Alabama's A+ Education Foundation.

www.bestpracticescenter.org
Provides information for the Alabama Best Practices Center and the Alabama Teacher Quality Enhancement Project.

www.arkansashighered.com/initiative.html
Describes the Arkansas teacher quality enhancement initiatives.

www.timetoteach.org
Provides information on existing alternative certification initiatives as well as provides the platform for Florida's On-line Pilot Alternative Certification Program that is available for use by Florida school districts this year.

www.state.ga.us/ecc
Provides information on Georgia's Education Coordinating Council.

www.teachgeorgia.org
Describes Georgia's on-line teacher recruitment center.

www.teachingeorgia.org
Provides information on the Georgia Educator Workforce Research and Development Division (EWRAD), formerly Georgia Teaching Force Center.

www.uky.edu/Education/OFE/ofektip.html
Provides information on the Kentucky Teacher Internship Program (KTIP).

www.doe.state.la.us/blueribbon/Index.html
Describes Louisiana's Blue Ribbon Commission's efforts.

www.teachlouisiana.net
Provides teachers or prospective teachers with information about teaching in Louisiana.

www.achieve.msstate.edu
Provides information on ACHIEVE Mississippi.

www.mde.k12.ms.us/mtc
Provides information on the Mississippi Teacher Center.

ncteach.ga.unc.edu
Provides information about North Carolina's alternative certification program, NC TEACH.

www.ncforum.org
Provides information on the North Carolina Public School Forum.

www.ncptsc.org
Provides information on the North Carolina Professional Teaching Standards Commission.

www.scteachers.org
Provides activities for lesson plans and professional development announcements for the South Carolina Governor's School of Excellence and the SC Teacher Quality Division; also gives information on ADEPT, SC's evaluation system, and the Program for Alternative Certification for Educators (PACE).

www.scctr.org
Provides an overview and description of the South Carolina Center for Teacher Recruitment.

Other Sites

www.aahperd.org
Provides information on the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

www.actv.com/lite_site/lite_index.html
Provides information on ACTV, Inc.

www.ael.org
Provides information on the Appalachian Educational Laboratory (AEL).

www.bellsouthfoundation.org
Describes the work of the BellSouth Foundation, including grant opportunities and relevant reports on education issues.

www.c-b-e.org/teachered/step.htm
Provides information on Standards-based Teacher Education Programs (STEP).

www.ccsso.org/intasc.html
Provides information on the Interstate New Teacher Assessment and Support Consortium (INTASC).

www.columbiagroup.org
Describes the work of the Columbia Group, a group of business-supported representatives involved in public policy initiatives in the Southeast, and includes information on low performing schools and Teachers and Teaching in the Southeast.

www.ed.gov/legislation/HEA
Provides information on the 1998 amendments to the Higher Education Act of 1965.

www.ets.org
Provides information on the Educational Testing Service (ETS).

www.naeyc.org
Provides information on the National Association for Education of Young Children (NAEYC).

www.nasdtec.org
Provides information on the National Association of State Directors of Teacher Education and Certification (NASDTEC).

www.nashonline.org
Provides information on the National Association of System Heads (NASH).

www.nbpts.org
Provides information on the National Board for Professional Teaching Standards, including a listing of upcoming meetings and notification of the number of NBPTS candidates.

www.ncate.org
Provides information on the National Council for the Accreditation of Teacher Education (NCATE).

www.ncrel.org
Provides information on the North Central Regional Educational Laboratory (NCREL).

www.ncsl.org
Provides information on the National Conference of State Legislatures (NCSL).

www.nctaf.org
Provides information on the National Commission on Teaching and America's Future (NCTAF).

www.nga.org
Provides information on the National Governors Association (NGA).

www.nsdc.org
Provides information on the National Staff Development Council (NSDC).

www.serve.org
Describes the work of the Southeast Regional Vision for Education (SERVE), which promotes and supports research and development in critical educational issues.

www.sedl.org
Describes the work of the Southwest Educational Development Laboratory (SEDL), including resources and policy documents.

www.sreb.org
Provides information on the Southern Regional Education Board (SREB), an organization that forges links between K-12 and higher education and promotes data collection and dissemination.

www.teachingquality.org
Provides information on the Southeast Center for Teaching Quality (SECTQ).

www.title2.org
Provides information on the federal Title II accountability system, including the state and institutional report cards for 2001.

FOOTNOTES

[1] Florida Legislature's Office of Economic and Demographic Research. (2001). *Teacher supply and demand forecasts*. Tallahassee, FL.

[2] Ingersoll, R. (2001). *A different approach to solving the teacher shortage*. Seattle, WA: University of Washington, Center for the Study of Teaching and Policy.

[3] Texas Center for Educational Research. (2000). *The cost of teacher turnover*. Austin, TX.

[4] See the Southeast Center for Teaching Quality's January 2002 publication, *Recruiting Teachers for Hard-to-Staff School: Solutions for the Southeast & the Nation*, available at www.teachingquality.org.

[5] U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics. (1999). *Statistical analysis report–Teacher Quality: A report on the preparation and qualifications of public school teachers*. (NCES 1999-080). Washington, DC.

[6] SRI, International. (2001). *When theory hits reality: Standards-based reform in urban districts*. Menlo Park, CA.

[7] Stigler, J. and Hiebert, J. (1999). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom*. Free Press.

[8] Darling-Hammond, L. (2001, October 15). *The research and rhetoric on teacher certification: A response to "Teacher certification reconsidered."*

[9] Andrew, M. and Schwab, R.L. (1995). "Has reform in teacher education influenced teacher performance? An outcome assessment of graduates of eleven teacher education programs." *Action in Teacher Education, 17*, 43-53; Denton, J.J. and Peters, W.H. (1988). *Program assessment report: Curriculum evaluation of a non-traditional program for certifying teachers*. College Station, TX: Texas A&M University.

[10] Southern Regional Education Board. (2001). *Reduce your losses: Help new teachers become veteran teachers*. Atlanta, GA.

[11] Shulman, L. (1987). "Knowledge and teaching: Foundations of the new reform." *Harvard Educational Review, 57(1)*, 1-22; Berliner, D.C. (1986, August/September). "In pursuit of the expert pedagogue." *Educational Researcher, 15*, 5-13.

[12] Calculated from a comparison of data for teachers and instructional support personnel from the 9th pay period of 1999-2000 to the 9th pay period of 2000-2001. Teachers and instructional support personnel split across schools in 2000-2001 were considered as having left their 1999-2000 schools if school assignments were changed. Teachers and instructional support personnel assigned to a position other than teacher or instructional support for the 2000-2001 school year were considered as having left the school even if the alternative position was in the same school.

THE SOUTHEAST CENTER FOR

TEACHING QUALITY SECTQ

The University of North Carolina
Office of the President
PO Box 2688
Chapel Hill, North Carolina 27515-2688
(919) 843-9519
(919) 843-7616 (fax)
www.teachingquality.org

Staff

Barnett Berry
Executive Director
Caroline Cross
Administrative Assistant
Kendra Davenport
Public Policy Intern
John D. Denning
Associate Director
Teresa Durn
Administrative & Grants Manager
Lisa Eberhardt
Communications & Special Projects Coordinator
Mandy Hoke
Policy Associate
Dylan Johnson
Research Associate
Tammy King
Special Assistant
Diana Montgomery
Research Associate
Stephanie Schmitt
Graduate Assistant
Chad Spoon
Office Assistant
Cheryl Whitlow
Administrative Assistant

The Southeast Center for Teaching Quality is a regional office of the National Commission on Teaching & America's Future.

The Center conducts research, informs policy, and engages leadership, in order to enhance opportunities for all students to have competent, caring, and qualified teachers.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☑ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").